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ABSTRACT

This report describes the results of an evaluation of Title IV programs carried out between 1979 and 1982 in the District of Columbia Public Schools. Evaluation activities included: examination of proposals, project evaluations, and administrative budgets; construction and distribution of questionnaires to State Educational Agency (SEA) administrators, project directors and other consumers; data analysis; and the writing of the final report. Program effectiveness was measured in six areas: (1) the extent to which educational needs identified in the State plan are met by Parts A and B of Title IV; (2) the quality and effectiveness of administrative activities undertaken by the SEA, such as project application review, technical assistance, dissemination, and project monitoring; (3) improvement of educational priorities within Local Education Agencies (LEAs); (4) incorporation of successful practices by LEAs; (5) use of funds for various authorized program activities; and (6) the extent to which the educational needs that prompted the project were still viewed as important by the LEA when Federal funding concluded. Findings show that the Title IV B and C programs were effectively administered and had a positive impact on public and private schools over the 3-year period considered. (Author/WAM)

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EVALUATION OF THE EFFECTIVENESS OF PARTS B AND C OF THE TITLE IV PROGRAM IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Marcia McBeath, Ph.D.
Evaluator

Prepared for
The Division for Grants Administration
District of Columbia Public Schools, Washington, D.C.
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ABSTRACT

This report was completed in order to comply with the requirements of Title IV of ESEA (section 501 (b) (4)) to evaluate at least once every three years, the effectiveness of the Title IV program. Evaluation activities included examination of proposals, project evaluations, and administrative budgets; construction and distribution of questionnaires to State Educational Agency (SEA) administrators, project directors and other consumers; analyses of data using the computer where feasible; and the writing of the final report. The effectiveness of the program was measured in six areas: (1) The extent to which educational needs identified in the State plan were being met by Parts B and C; (2) the quality and effectiveness of administrative activities undertaken by the SEA under its State plan, such as project application review, technical assistance, dissemination, and project monitoring; (3) the extent to which the educational priorities identified in the State plan were being improved in participating Local Education Agencies (LEAs); (4) the extent to which LEAs were incorporating successful practices originally supported by Part C funds, into their regular educational programs; (5) the extent to which Part C funds were being used for the various program activities authorized under the Act; and (6) the extent to which the educational needs that prompted the project were still viewed as important by the LEA when Federal funding concluded. The findings of this study show that the Title IV-B and Title IV-C programs were effectively administered and had a positive impact on the District of Columbia public and private schools over the three year period from 1979 to 1982.

Chapter I. THE SCOPE OF THE EVALUATION

A. Introduction

Section 134.62 of the Federal Register/Vol. 45, No. 68/Monday, April 7, 1980/Rules and Regulations states the following:

> An SEA shall comply with the evaluation requirements of Title V of ESEA (sec. 501 (b) (4) or of GEPA (sec. 435 (b) (4), whichever applies, and evaluate, at least once every three years, the effectiveness of Parts B, C, and D of the Title IV program in that state (Federal Register, 180, p. 23610).

The purposes of the evaluation are also specified in the Federal Register and are explained in the next section.

This report describes the results of the evaluation completed for the District of Columbia Public Schools, Washington, D.C. to fulfill the established requirements. The three years in which data were collected were school years (SY) 1979-80, 1980-81 and 1981-82.

Since Part D was not funded, the evaluation covers only Parts B and C of Title IV.

B. Purpose of the Evaluation

The purposes of the evaluation quoted from the Rules and Regulations cited above, are to determine the following:

a. The extent to which educational needs identified in the State plan are being met by Parts B, C and D;

b. The quality and effectiveness of administrative activities undertaken by the SEA under its State plan, such as project application review, technical assistance, dissemination, and project monitoring; and

c. For Part C projects-

   1. The extent to which the educational priorities identified in the State plan are being improved in participating LEAs;

   2. The extent to which LEAs are incorporating successful practices, originally supported by Part C funds, into their regular educational programs;

3. The extent to which Part C funds are being used for the various program activities authorized under the Act; and

4. The extent to which the educational needs that promoted the project are still viewed as important by the LEA when Federal funding concludes (Federal Register, 1980, p. 23610).

The methods and procedures used for each part of the evaluation are described in Chapter II of this report. The findings and conclusions are reported in Chapter III, with supporting data in the appendix.

Chapter II. METHOD AND PROCEDURES

A. Evaluation Design

The evaluation design followed the requirements set up in Section 134.62, subpart G, page 23610 of the Federal Register, Vol. 45, No. 68, Monday, April 7, 1980, Rules and Regulations.

In the following outline, the lettered phrases are the Federal Register requirements. The numbered sentences state the activities designed to collect and analyze data in order to evaluate the requirements.

a. To determine the extent to which educational needs identified in the State plan are being met by Parts B and C

1. List needs from State plan.
2. Examine proposals of projects funded in 1979-80, 80-81, and 81-82.
3. Examine evaluations of those projects.
4. List agreements and congruencies between intentions and outcomes.
5. Determine percentages by years.

b. To determine the quality and effectiveness of administrative activities undertaken by the S.E.A. under its State plan, such as project application review, technical assistance, dissemination, and project monitoring

1. List activities from State plan.
2. Develop questionnaire for SEA administrators with appropriate parts also given to consumers. Quality will be indicated on one scale such as "fair," "good," "excellent." Effectiveness will be on a separate scale from "not effective" to "very effective."
3. Send questionnaire to SEA administrators, present and former project directors and other consumers.
4. Follow up on questionnaires not returned by a given date.
5. Determine percentages in each area.

(c-1). To determine the extent to which the educational priorities identified in the State plan are being improved in participating LEAs

1. List educational priorities.
2. Develop questionnaire which will elicit data concerning the improvement of educational priorities.
3. Send questionnaires to project directors, proposal writers and those who had signed approval of the proposals indicating possible telephone or in-person interview for follow up.
4. Summarize results in a form that can be quantified.
5. Determine percentages for each priority.

(c-2). To determine the extent to which LEAs are incorporating successful practices originally supported by Part C funds, into their regular educational programs

1. List Title IV-C projects funded for at least three years.
2. Develop questionnaire with section for examples.
3. Send to former project directors and regional representatives.
4. Follow up on questionnaires not returned by a given date.
5. Determine percentages.
6. Examine samples to determine validity.

(c-3). To determine the extent to which Part C funds are being used for the various program activities authorized under the Act

1. Examine the administrative budget.
2. List the program activities authorized under the act.
3. Determine the percent of funds used for each activity.

(c-4). To determine the extent to which the educational needs that prompted the project are still viewed as important by the LEA when Federal funding concludes

1. Duplicate the "Educational Needs" section of each project proposal.

2. Develop a rating form referring to Need 1, Need 2, etc., with categories extending from "not important" to "extremely important."

3. Follow up on questionnaires not returned by a given date.

4. Determine percentages.

B. Evaluation Procedures

1. Survey

Questionnaires were sent to (1) all advisory council members who had served during the three year period; (2) all project directors and coordinators; (3) personnel who had originally submitted funded proposals; (4) personnel who had approved the proposals (usually regional superintendents), and (5) Grants Administration personnel. Depending on the character of the involvement, some of the recipients were sent only the questionnaire for part IV-B, only the general questionnaire for part IV-C, or the project related questionnaire for part IV-C. (See Appendixes A, B, and C.) Other recipients were sent combinations of the above. For example, all advisory council members were sent the general questionnaires for parts IV-B and IV-C. A Title IV-C project director would receive the general questionnaire for IV-C and the project-specific IV-C questionnaire. The Part IV questionnaires differed for each project only in the title of the project and the stated needs quoted in the first question. (See Appendix C.) The stated needs for all projects are shown in Appendix D.

The survey forms were first mailed on April 22, 1982. (See Appendix E.) Follow-up letters were sent out three weeks later. (See Appendix F.)

Results of the survey were used to evaluate the effectiveness of parts b, c-1, c-2 and c-4 of the requirements as shown under the evaluation design in Section A of this chapter.

2. Review of Records

Part (a) of the requirements was "to determine the extent to which educational needs identified in the State plan are being met by Parts B and C."

For Title IV-B, the needs as indicated in the state plan were deferred to the individual projects. Under the program description in the State plan it was stated that, "The program is based on needs which are determined by the LEAs using available data." In the District of Columbia, the regions (six in 1979-80, four in 1980-81 and 1981-82) served as LEAs for the purposes of Title IV-B. Therefore, to evaluate this part, the needs from each project were indicated and paired with the addressing of stated needs as determined by the advisory council. (See Appendixes G, H, and I).

For Title IV-C, nine needs, though not directly stated as such, were implicit in the activities to be funded. For example, "Activities designed to improve the achievement of children in basic skills" inferred the need to improve basic skills achievement.

To evaluate this part, the nine needs were listed. A check list with examples showed agreement or incongruency as determined by the evaluator for each project each year, between the State plan needs and the response to those needs by Title IV-C projects. (See Appendixes J, K, and L.)

Part c-3 of the requirements was "to determine the extent to which Part C funds are being used for the various program activities authorized under the act."

Again the activities were listed. The budget amounts allotted to each program that provided the activities were summed and the percentage of the total was determined.

Chapter III. FINDINGS AND CONCLUSIONS

A. Educational Needs - Title IV, Part B

The majority of the critical needs stated in the Title IV-B projects (see Appendixes G, H, and I) were met as may be seen by Tables I, II, and III which list the questions addressed by the Advisory Council each year, and Table IV which summarizes the data for the three years.

TABLE I

Extent to Which Critical Needs Were Met by Title IV-B Projects as Determined by the Advisory Council, 1979-80
N=6

a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal?

	Little		Some		Much		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Library Resources	0	-	.50*	8%	4.50*	75%	1	17%
Instructional Materials	0	-	.44*	7%	4.55*	76%	1	17%
Instructional Equipment	0	-	.40*	7%	4.60*	77%	1	17%

* The decimals occur because for this year only, one of the regions was evaluated by schools rather than as a whole region.

b. Did students and teachers use the new acquistions in the formal instructional program?

	Yes		No	
	Number	Percent	Number	Percent
For whole class instruction in the classroom or library	5	83%	1	17%
For small group instruction in the classroom or library	5	83%	1	17%
For individualized instruction in the classroom or library	5	83%	1	17%
For class preparation by individual teachers or for skill training sessions by a group of teachers	3	50%	3	50%

Table I shows that the Advisory Council found that during the 1979-80 year the acquisitions were of much help in eliminating the critical needs, in about 3/4 of the schools. The acquisitions were used over 80% of the time in the formal instructional program with whole classes, small groups, and individuals, but only 50% of the time for teacher use.

Improvement was shown the following year as shown in Table II.

TABLE II

Extent to Which Critical Needs Were Met by Title IV-B Projects as Determined by the Advisory Council, 1980-81
N=4

a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal?

	Little		Some		Much		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Library Resources	0	-	0	-	4	100%	0	-
Instructional Materials	0	-	0	-	4	100%	0	-
Instructional Equipment	0	-	0	-	4	100%	0	-

b. Did students and teachers use the new acquistions in the formal instructional program?

	Yes		No	
	Number	Percent	Number	Percent
For whole class instruction in the classroom or library	4	100%	0	-
For small group instruction in the classroom or library	4	100%	0	-
For individualized instruction in the classroom or library	4	100%	0	-
For class preparation by individual teachers or for skill training sessions by a group of teachers	3	75%	1	25%

Table II shows that during the second year of the three-year period Title IV-B acquisitions were much used to assist in eliminating critical needs. They were also used in the formal instructional program though again, less for teacher use than whole class, small group or individualized instruction.

Table III shows continued improvement.

TABLE III

Extent to Which Critical Needs Were Met by Title IV-B Projects as Determined by the Advisory Council, 1981-82
N=4

a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal?

	Little		Some		Much		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Library Resources	0	-	0	-	4	100%	0	-
Instructional Materials	0	-	0	-	4	100%	0	-
Instructional Equipment	0	-	0	-	4	100%	0	-

b. Did students and teachers use the new acquistions in the formal instructional program?

	Yes		No	
	Number	Percent	Number	Percent
For whole class instruction in the classroom or library	4	100%	0	-
For small group instruction in the classroom or library	4	100%	0	-
For individualized instruction in the classroom or library	4	100%	0	-
For class preparation by individual teachers or for skill training sessions by a group of teachers	4	100%	0	-

As may be seen by Table III, acquisitions during the final year of the evaluation reached 100% in all areas of use: they supplied items for instructional activities which assisted in eliminating the critical needs of students as identified in the proposal; and students and teachers used them in the formal instructional program.

The summary in Table IV gives an average picture for the three years.

TABLE IV

Extent to Which Critical Needs Were Met by Title IV-B Projects as Determined by the Advisory Council, 1979-82
N=14

a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal?

	Little		Some		Much		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Library Resources	0	-	.50	4%	12.50	89%	1	7%
Instructional Materials	0	-	.44	3%	12.55	90%	1	7%
Instructional Equipment	0	-	.40	3%	12.60	90%	1	7%

b. Did students and teachers use the new acquistions in the formal instructional program?

	Yes		No	
	Number	Percent	Number	Percent
For whole class instruction in the classroom or library	13	93%	1	7%
For small group instruction in the classroom or library	13	93%	1	7%
For individualized instruction in the classroom or library	13	93%	1	7%
For class preparation by individual teachers or for skill training sessions by a group of teachers	10	71%	4	29%

As may be seen in Table IV, the acquisitions supplied items for instructional activities which assisted in eliminating the critical needs of students as identified in the proposal. The acquisitions were used to a great extent for whole class, small group and individualized instruction and to a lesser degree for class preparation or skill training sessions.

B. Educational Needs - Title IV, Part C

The agreements and incongruities of needs as indicated in the State plan and as existed in Title IV-C projects are shown in Appendixes J, K, and L and are summarized in Table V on the next three pages.

TABLE V

The Extent to which Educational Needs
Identified in the State Plan Were Met by Part C

Activity Reflecting Need	1979-80 N=8		1980-81 N=9		1981-82 N=8		Three Year Total N=25	
	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent
Development and demonstration of activities designed to address serious educational problems in elementary and secondary schools, including: a. the need for effective programs for children with special needs, such as educationally deprived children, gifted and talented children, and handicapped children, b. high rates of children who do not complete secondary school, and c. the need of children in private schools for improved educational services;	8	100%	9	100%	8	100%	25	100%
Encouraging the development and demonstration of improved means of carrying out programs for educationally deprived children in school attendance areas having high concentrations of children in low-income families;	6	75%	6	67%	5	63%	17	68%
Activities designed to improve the achievement of children in basic skills;	8	100%	9	100%	7	88%	24	96%

TABLE V (continued)

Activity Reflecting Need	1979-80 N=8		1980-81 N=9		1981-82 N=8		Three Year Total N=25	
	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent
Development of programs to diagnose learning problems and assess the educational achievement of children, including children in non-profit private schools;	8	100%	8	89%	5	63%	21	84%
Developing and implementing model plans to demonstrate effective means of improving school management and fully coordinating all the Federal, State, and local resources available in a school in a fashion designed to meet the individual needs of every child in that school;	5	63%	5	56%	4	50%	14	56%
Professional development programs for teachers, administrators, and other instructional personnel in the schools of such agencies;	8	100%	9	100%	7	86%	24	96%
Early childhood and family education programs for children not yet enrolled in kindergarten programs and below age six for activities related to the identification of potential barriers to learning, the education of parents in child development, homebased programs, and referral services;	1	13%	1	11%	1	13%	3	12%

TABLE V (continued)

Activity Reflecting Need	1979-80 N=8		1980-81 N=9		1981-82 N=8		Three Year Total N=25	
	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent	Number of Projects Meeting the Need	Percent
Activities to encourage the participation of parents in the education of their children;	6	75%	7	78%	5	63%	18	72%
Programs to extend the educational process beyond the school building through the use of other resources in the community, such as museums, businesses, cultural organizations, labor unions, and governmental agencies;	5	63%	6	67%	4	50%	15	60%
TOTAL	55	76%	60	74%	46	64%	161	72%

The area which has been most faithful in meeting the expressed needs was that of addressing serious educational problems: those of children with special requirements (educationally deprived, gifted and talented, handicapped); high rates of students who do not complete secondary school; and improved educational services for children in non-public schools. As may be seen in Table V on the previous pages, this area was met by 100% of the projects, all three years.

Two other areas, showing 96% agreement over the three year period, were the improvement of the achievement of children in basic skills, and professional development programs.

The one area receiving the least attention was that of early childhood and family education programs for pre-schoolers and their parents. Only 12% of the projects over the three year period contributed to meeting that need.

Table V also shows that the total percent of projects meeting the needs declined slightly each year, which may be correlated with reduced budgets, especially that of the 1980-81 SY. However, all nine of the stated needs (100%) were addressed by at least one project each year of the three year period, with a 72% overall average.

C. Quality and Effectiveness of Administrative Activities - Title IV, Part B

The questionnaire to determine the quality and effectiveness of administrative activities was sent to 55 people who had been involved with the Title IV-B projects, as described in Chapter II of this report. Completed questionnaires were received from 28 participants representing a 51% response rate. Proportions were relative to the categories in the original sample.

The five areas surveyed were those activities to be undertaken by the SEA as described in the state plan: (1) Technical Assistance by Grants Administration; (2) Project Application Review; (3) Dissemination; (4) Annual Monitoring; and (5) Evaluation by State Advisory Council. Each of these areas was broken down into specific behavioral categories, the results being reported in Appendixes M, N, O, P and Q. Summaries of these results are shown in Table IV on the next page.

TABLE VI

Questionnaire Responses on Determining the Quality and Effectiveness of Administrative Activities, Title IV, Part B

AREA	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Technical Assistance by Grants Administration	13	5.8	79	35.3	120	53.6	12	5.4	18	8.0	88	39.3	105	46.9	13	5.8
2. Project Application Review	2	1.4	38	27.1	93	66.4	7	5.0	3	2.1	47	33.6	81	57.9	9	6.4
3. Dissemination	24	17.1	49	35.0	54	38.6	13	9.3	23	16.4	57	40.7	46	32.9	14	10.0
4. Annual Monitoring	26	9.3	82	29.3	139	49.6	33	11.8	24	8.6	83	29.6	134	47.9	39	13.9
5. Evaluation by State Advisory Council	4	2.9	34	24.3	88	62.9	14	10.0	2	1.4	43	30.7	80	57.1	15	10.7
Totals	69	7.5	282	30.7	494	53.8	74	8.1	70	7.6	318	34.6	446	48.5	85	9.2

In the first area summarized in Table VI above, "Technical Assistance by Grants Administration" the largest percentage of ratings on the quality of the technical assistance given by Grants Administration fell in the excellent range. Positive responses (good plus excellent) comprised 89.2% of the total responses indicating that the raters were satisfied with the quality of this aspect of the administrative activities.

The largest percentage of ratings on the effectiveness of the technical assistance fell in the very effective range. Positive responses (effective plus very effective) comprised 86.2% of the total responses indicating that the raters considered this aspect of the administrative activities to be effective.

The categories and data which comprised the technical assistance area are shown in Appendix M. The quality of such assistance as determined by the percent of ratings in the good and excellent columns ranged from 85.7% in the four categories - assessment of needs; identification of priorities for establishing long-range objectives; identification of categories for establishing short-range objectives; and development of dissemination strategies; to 96.4% in the category - application of the formula for distribution of funds for subgrants.

The effectiveness of the technical assistance, determined in the same manner, ranged from 78.5% for the perceived effectiveness of the identification of priorities for establishing long-range objectives, to 92.8% for application of formula for distribution of funds for subgrants and 92.9% for development of proposals.

The second area summarized in Table VI above, was "Project Application Review." Of the five areas rated, this one received the highest percentage of excellent quality responses and very effective responses. The quality was perceived as positive (good plus excellent) by 94.2% of the respondents. The effectiveness was seen as positive by 92.1% of the raters.

The categories and data under project application review are listed in Appendix N. The quality of assistance in this area ranged from good and excellent ratings of 89.3% under application review by State Advisory Council, to 96.4% on the three-year project application form and 96.5% on application review by Grants Administration.

The perceived effectiveness of assistance in the area of project application review ranged from a low of 85.8% on the general application form to receive a Part B subgrant, to a high of 96.4% on application review by Grants Administration.

The third area, "Dissemination", showed the lowest percentage of excellent quality and very effective ratings of the five areas listed. Positive ratings (good/excellent and effective/very effective) were also lower than the others, with 74.6% each. However, these results do show that three quarters of the respondents were satisfied with the quality and effectiveness of the dissemination activities.

Categories and data for dissemination are shown in Appendix O. The quality of the dissemination as perceived by the raters ranged from good and excellent ratings of 50% in the category of publicity through the District of Columbia Public Schools (DCPS) Office of Communications and Public Relations, to 96.4% on the quality of the ESEA Title IV, Part B Guidelines (booklet published by DCPS Grants Administration in September, 1980). The effectiveness was rated similarly but ranged from a low of 53.5% on the publicity to a high of 89.3% on the guidelines.

The fourth area shown on Table VI above is "Annual Monitoring." Here, it is shown that although the highest percentage of ratings fell in the excellent quality and very effective ranges, the total positive ratings were just a little higher than in the dissemination area, with the quality positive ratings totaling 78.9% and effectiveness 77.5%. Again, however, this indicates that over three quarters of the respondents were satisfied with the monitoring activities.

The categories and data under annual monitoring in Appendix P showed the lowest ratings, 67.9% on the monitoring by Grants Administration in the maintenance of effective control of instructional materials and equipment and 75% on similar monitoring by the Advisory Council. The highest rating was for monitoring by both Grants Administration and the Advisory Council (82.2%) in the category of changes needed to meet objectives. The quality of monitoring by Grants Administration of purchase orders and distribution of items, was similarly rated (82.1%). The two other categories where the Advisory Council received similar ratings were in the quality of their monitoring of the use of funds spent on printed instructional materials (82.2%); and of the use of funds spent on instructional equipment (82.1%).

The effectiveness of the monitoring showed lows of 67.9% by Grants Administration and 71.4% by the Advisory Council on the maintenance of effective control of instructional materials and equipment. The highest categories, all 82.1%, were on use of funds spent on printed instructional materials, use of funds spent on instructional equipment, and changes needed to meet the objectives, all on monitoring by the Advisory Council.

The last area summarized in Table VI above was "Evaluation by State Advisory Council." Excellent quality and very effective ratings were indicated by the majority of the respondents. Total positive (good plus excellent) ratings on quality were given by 87.8% of the respondents and effective plus very effective by 88.5%, suggesting that the respondents felt good about the activities in this area.

In the breakdown by categories, reported in Appendix Q, the quality ratings went from a low of 78.6% on the evaluation of the financial and statistical data; to a high of 92.9% on the evaluation of the degree to which the project was contributing to the educational process.

There were no low areas in the perceived effectiveness of the evaluation by the State Advisory Council, the percent of all except the highest rated category being in the mid to upper eighties. The high category receiving 92.8% in the effective and very effective columns was the same one as on the quality ratings - the evaluation of the degree to which the project was contributing to the educational process.

The totals shown in Table VI above show that the majority of ratings on both the quality and the effectiveness of the administrative activities were in the highest ranges (excellent and very effective, respectively). Overall quality was seen as positive (good plus excellent) by 84.5% of the respondents. Overall effectiveness was seen as positive (effective plus very effective) by 83.1% of the respondents.

D. Quality and Effectiveness of Administrative Activities - Title IV, Part C

The questionnaire to determine the quality and effectiveness of administrative activities was sent to 58 people who had been involved with the Title IV-C Projects as described in Chapter II of this report. Completed questionnaires were received from 32 participants representing a 55% response rate. Proportions were relative to the categories in the original sample.

The five areas surveyed were those activities to be undertaken by the SEA as described in the state plan: (1) Technical assistance by Grants Administration; (2) Project application review; (3) Dissemination by Grants Administration; (4) Monitoring; and (5) Evaluation. Each of these areas was broken down into specific behavioral categories, the results being reported in Appendixes R, S, T, U and V. Summaries of these results are shown in Table VII below.

TABLE VII

Questionnaire Responses on Determining the Quality and Effectiveness of Administrative Activities, Title IV, Part C

AREA	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Technical Assistance by Grants Administration	28	6.7	150	36.1	229	55.0	9	2.2	26	6.3	167	40.1	214	51.4	9	2.2
2. Project Application Review	15	6.7	52	23.2	150	67.0	7	3.1	13	5.8	61	27.2	140	62.5	10	4.5
3. Dissemination by Grants Administration	18	18.8	41	42.7	33	34.4	4	4.2	17	17.7	45	46.9	30	31.3	4	4.2
4. Monitoring	18	5.1	116	33.0	204	58.0	14	4.0	16	4.5	117	33.2	201	57.1	18	5.1
5. Evaluation	1	0.8	24	18.8	98	76.6	5	3.9	0	-	24	18.8	98	76.6	6	4.7
Totals	80	6.6	383	31.5	714	58.7	39	3.2	72	5.9	414	34.0	683	56.2	47	3.9

The first area summarized in Table VII above is "Technical Assistance by Grants Administration." This area had the greatest percent of responses as excellent quality and very effective. Total positive responses (good plus excellent quality and effective plus very effective) were also high with 91.1% of the respondents perceiving the quality as positive and 91.5% considering the effectiveness as positive, suggesting that respondents were pleased with the technical assistance given by Grants Administration.

The second area summarized in Table VII above is "Project Application Review." Again, the largest percentage of responses fell in the excellent quality and very effective ranges. Total positive responses were also high with good/excellent receiving 90.2% of the total for quality of the review and effective/very effective receiving 89.7% of the total for effectiveness of the review.

The third area shown in Table VII above is dissemination by Grants Administration. In rating the quality of dissemination, good was the rating most frequently given by respondents. In the effectiveness section, the middle range also received the most ratings. Total positive responses (good/excellent) in quality were 77.1% and in effectiveness 78.2%. Although this area was lowest of the five in perceived quality and effectiveness, it still was considered satisfactory by over three quarters of the respondents.

Monitoring is the fourth area summarized in Table VII. Monitoring showed good results in the survey with 91.0% of the respondents rating the quality as positive (good/excellent) and 90.3% rating the effectiveness as positive (effective/very effective).

The last area recorded in Table VII and the one area rated highest on both quality and effectiveness was that of evaluation. In the quality section, the rating of excellent received the highest percentage of responses, while in the effectiveness section, very effective was highest. The total positive percent of responses for quality of evaluation was 95.4% and for effectiveness was 95.4%.

The totals in Table VII above show that the majority of the responses overall fell in the highest rankings for both quality and effectiveness, i.e. excellent and very effective. Combining the good and excellent ratings in the quality section and effective/very effective ratings in the effectiveness section, showed overall satisfaction by 90.2% of the respondents in both aspects of the evaluation.

Thus, the administrative activities in both Parts IV-B and Parts IV-C were perceived as being of good quality and effective.

E. Improvement of Educational Priority Objectives for Title IV-C

The next three sections of this report are based on data analyzed from the project-specific questionnaire. (See appendix C).

To determine the extent to which educational priority objectives for Title IV-C listed in the State plan were implemented and improved, open-ended questions were sent to personnel who had been involved in the writing or signing approval of the proposals, and to project directors. The form of the questions may be seen in Appendix C, numbers 2a and 2b. Of the 26 questionnaires sent out, 16 were completed and returned, representing a response rate of 63%.

The responses were coded in a form that could be quantified, by assigning categories to the examples given for each priority listed, as follows: Not indicated; indicated to some extent; definitely indicated. The results of this analysis are shown in Table VIII below.

TABLE VIII

Extent to Which Educational Priority Objectives for Title IV-C Listed in the State Plan Were Implemented And Improved
N=16

	Not Indicated		Indicated to Some Extent		Definitely Indicated	
Stated Priority	Number	Percent	Number	Percent	Number	Percent
1. "To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society."	1	6.3%	3	18.8%	12	75%
2. "To design a system which provides the continuous assessment of students' progress, personnel and program performance, and the delivery of service."	0	-	5	31.3%	11	68.8%

As may be seen in Table VIII, the priority related to implementing the Competency-Based Curriculum (CBC) was indicated at least to some extent, by 93.8% (18.8% to some extent and 75% definitely indicated) of the respondents. The priority related to continuous assessment was indicated at least to some extent by all (100%) of the respondents (31.3% to some extent and 68.8% definitely indicated).

Thus, according to the results of this evaluation, the Superintendents' priorities were being implemented and improved through the Title IV-C projects.

F. Incorporating Successful Practices Into Regular Education Programs

Results of item 3 of the project-specific questionnaire shown in Appendix C, were analyzed on the same sample and in a similar manner to that described above. This item requested specific examples of ways in which the projects incorporated successful practices into regular educational programs. The summary is shown in Table IX below.

TABLE IX

Extent to Which Successful Practices of Title IV-C Projects Were Incorporated Into Regular Education Programs
N=16

Not Indicated		Indicated to Some Extent		Definitely Indicated	
Number	Percent	Number	Percent	Number	Percent
5	31.3	2	12.5	9	56.3

Table IX shows that respondents demonstrated some success in incorporating practices from their projects into the regular school programs. Of the 68.8% of such examples, 12.5% were indicated to some extent and 56.3% were definitely indicated, showing that over two thirds of the respondents had projects contributing to the improvement of regular programs.

G. Use of Part C Funds

Table X on the next four pages shows which projects provided each activity and the total funds budgeted to those projects each year, separately and in total.

TABLE X

The Extent to Which Part C Funds Were Used for the Various Program Activities Authorized Under the Act

Program Activity as Listed in The State Plan	1979-80 *Total Budgeted for Projects =$578,697			1980-81 *Total Budgeted for Projects =$540,462			1981-82 *Total Budgeted for Projects =$282,797			Three Year Totals Total Budgeted for Projects =$1,401,956	
	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	Total Budgeted To Projects Providing The Activity	Percent Of Total
Development and demonstration of activities designed to address serious educational problems in elementary and secondary schools, including: a. the need for effective programs for children with special needs, such as educationally deprived children, gifted and talented children, and handicapped children, b. high rates of children who do not complete secondary school, and c. the need of children in private schools for improved educational services;	2, 3, 4, 5, 6, 8, 9, 10	$578,697	100%	1, 2, 3, 4, 5, 6, 7, 8, 10	$540,462	100%	1, 2, 3, 4, 5, 7, 10, 11	$282,797	100%	$1,401,956	100%

*, ** - See end of chart.

TABLE X (continued)

The Extent to Which Part C Funds Were Used for the Various Program Activities Authorized Under the Act

Program Activity as Listed in The State Plan	1979-80 *Total Budgeted for Projects =$578,697			1980-81 *Total Budgeted for Projects =$540,462			1981-82 *Total Budgeted for Projects =$282,797			Three Year Totals Total Budgeted for Projects =$1,401,956	
	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	Total Budgeted To Projects Providing The Activity	Percent Of Total
Encourage the development and demonstration of improved means of carrying out programs for educationally deprived children in school attendance areas having high concentrations of children in low-income families;	2, 3, 6, 8, 9, 10	$392,741	68%	1, 2, 3, 6, 7, 8, 10	$403,437	75%	1, 2, 3, 7, 10, 11	$197,331	70%	$993,509	71%
Activities designed to improve the achievement of children in basic skills;	2, 3, 4, 5, 6, 8, 9, 10	$578,697	100%	1, 2, 3, 4, 5, 6, 7, 8, 10	$540,462	100%	1, 2, 3, 4, 5, 7, 10	$276,349	98%	$1,395,508	99%
Activities to encourage the participation of parents in the education of their children;	2, 3, 5, 6, 9, 10	$438,143	76%	2, 3, 5, 6, 7, 8, 10	$453,616	84%	2, 3, 5, 7, 10	$225,534	80%	$1,117,293	80%
Development of programs to diagnose learning problems and assess the educational achievement of children, including children in non-profit private schools;	2, 3, 4, 5, 6, 8, 9, 10	$578,697	100%	1, 2, 3, 5, 6, 7, 8, 10	$475,569	88%	2, 3, 5, 7, 10	$225,534	80%	$1,279,800	91%

*, ** - See end of chart.

TABLE X (continued)

The Extent to Which Part C Funds Were Used for the Various Program Activities Authorized Under the Act

	1979-80			1980-81			1981-82			Three Year Totals	
	*Total Budgeted for Projects =$578,697			*Total Budgeted for Projects =$540,462			*Total Budgeted for Projects =$282,797			Total Budgeted for Projects =$1,401,956	
Program Activity as Listed in The State Plan	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	Total Budgeted To Projects Providing The Activity	Percent Of Total
Developing and implementing model plans to demonstrate effective means of improving school management and fully coordinating all the Federal, State, and local resources available in a school in a fashion designed to meet the individual needs of every child in that school;	2, 4, 5, 8, 10	$361,979	63%	2, 4, 5, 8, 10	$338,727	63%	2, 4, 5, 10	$173,410	61%	$874,116	62%
Professional development programs for teachers, administrators, and other instructional personnel in the schools of such agencies;	2, 3, 4, 5, 6, 8, 9, 10	$578,697	100%	1, 2, 3, 4, 5, 6, 7, 8, 10	$540,462	100%	1, 2, 3, 4, 5, 7, 10	$276,349	98%	$1,395,508	99%
Early childhood and family education programs for children not yet enrolled in kindergarten programs and below age six for activities related to the identification of potential barriers to learning, the education of parents in child development, homebased programs, and referral services;	2	$41,945	7%	2	$48,552	9%	2	$36,924	13%	$127,421	9%

*, ** - See end of chart.

TABLE X (continued)

The Extent to Which Part C Funds Were Used for the Various Program Activities Authorized Under the Act

Program Activity as Listed in The State Plan	1979-80 *Total Budgeted for Projects =$578,697			1980-81 *Total Budgeted for Projects =$540,462			1981-82 *Total Budgeted for Projects =$282,797			Three Year Totals Total Budgeted for Projects =$1,401,956	
	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	**Projects Providing The Activity	Amount Budgeted To Those Projects	Percent Of Total	Total Budgeted To Projects Providing The Activity	Percent Of Total
Programs to extend the educational process beyond the school building through the use of other resources in the community, such as museums, businesses, cultural organizations, labor unions, and governmental agencies;	2, 3, 5, 6, 10	$383,143	66%	2, 3, 5, 6, 7, 10	$386,799	72%	2, 3, 5, 7, 10	$225,534	80%	$995,476	71%
		Mean = $436,971	76%		Mean = $414,232	77%		Mean = $213,307	75%	Mean = $1,064,508	76%

*Total does not include amount budgeted for Title IV-C Administration or for the Title IV-C Evaluation Unit. Biology project funded materials were used during FY 1981-82.

**Code for projects:

1. An Approach to Learning Through the Arts
2. District Facilitator Project
3. The Fresh Start Minischool
4. Improving Instruction Through Supervision: Developing Supervisory Support for Teachers
5. Meeting Students Needs in the Multiage Environment
6. Minigrant Program for the Academically Gifted
7. Moving Toward Metrication With a Metric Corps
8. Single Skill Training
9. Teaching and Learning Models
10. Youth in Psychoeducational Services
11. Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program

The activities for which the greatest amounts of funding were used (and therefore the largest percentage of the total amount budgeted for projects) were those related to (1) addressing serious educational problems, (2) improving achievement in basic skills, (3) providing professional development and (4) diagnosing learning problems/assessing achievement. In each area, over 90% of the total budgeted went to the projects providing those activities.

The activities for which the least amount of funding were used were those related to (1) identification of potential barriers to learning in early childhood (9% of the total) and (2) improving school management (62%).

Eight of the nine activities (89%) were provided by the majority of the projects every year. All (100%) of the proposed activities were engaged in by at least one of the funded projects each year. Thus, the funds were being used as authorized under the act.

H. Title IV-C Needs Still Viewed as Important

Respondents to the project-specific questionnaires (see Section E above) received forms summarizing the needs described in their individual proposals and were asked to rate the extent to which the needs were still considered important. (See Appendix C, item 1). Results are shown in Table XI below.

TABLE XI

Extent to Which Needs Stated in Individual Title IV-C Projects Were Still Viewed as Important
N=16

No Longer Important		Same Importance		More Important	
Number	Percent	Number	Percent	Number	Percent
0	-	9	56.3%	7	43.8%

A summary of Table XI above shows that all of the respondents (100%) view the needs at least as important as preceding the project with 56.3% considering them of the same importance and 43.8% seeing them as being even more important when federal funding concludes.

I. Summary of Findings and Conclusion

The six areas in this report were evaluated in order to determine effectiveness of the administration and the impact of the District of Columbia Public Schools in the following aspects of the program:

A. The extent to which educational needs identified in the State plan are being met by Parts B and C.

B. The quality and effectiveness of administrative activities undertaken by the SEA under its State plan, such as project application review, technical assistance, dissemination, and project monitoring.

C. The extent to which the educational priorities identified in the State plan are being improved in participating LEAs.

D. The extent to which LEAs are incorporating successful practices originally supported by Part C funds into their regular educational programs.

E. The extent to which Part C funds are being used for the various program activities authorized under the Act.

F. The extent to which the educational needs that promoted the project are still viewed as important by the LEA when Federal funding concludes.

The first area evaluated was concerning educational needs. Results showed that in Title IV-B, the educational needs identified with the State plan were met to a progressively greater degree each year of the three that were evaluated, such that by the final year 100% of the projects demonstrated that their acquisitions supplied items which assisted in eliminating the critical needs as identified in the proposals and that the acquisitions were used for whole class, small groups, individualized instruction and for class preparation or skill training sessions. The averages over the three year period were high in all areas except for class preparation or skill training sessions which had an average 71% of the projects using the new acquisitions.

In Title IV-C the area most faithful in meeting the expessed needs was that of addressing serious educational problems, met by 100% of the projects all three years. Two other areas, showing 96% agreement over the three year period were the improvement of the achievement of children in basic skills, and professional development programs. The area receiving the least attention was that of early childhood programs with only 12% of the projects contributing to that need. All nine of the stated needs (100%) were addressed by at least one project each year of the three year period, with a 72% overall average.

In the second area evaluated, that of the quality and effectiveness of the administrative activities for Title IV-B, results showed that the majority of the ratings on both quality and effectiveness were in the highest ranges (excellent). Overall quality and effectiveness were seen as positive (quality - good plus excellent; effectiveness - effective plus very effective) by 84.5% and 83.1% of the respondents respectively.

For Title IV-C, results also showed a high percentage of positive ratings for both quality and effectiveness. The good/excellent ratings in the quality section and the effective/very effective ratings in the effectiveness section

showed an overall satisfaction by 90.2% of the respondents in both aspects of the evaluation.

In the third area, improving educational priorities, an assessment was made of the degree to which the Title IV-C projects were helping to implement and improve the District's priority items. The first of the Superintendents' priorities related to implementing the CBC curriculum. Implementation through their projects, was indicated, at least to some extent, by 93.8% of the respondents. The second priority, concerning continuous assessment, was indicated as occuring at least to some extent by 100% of the respondents.

The fourth area of the evaluation concerned incorporating successful Title IV-C practices into the regular program. Results of this aspect of the study showed that over two thirds of the respondents had successful projects in which at least parts were incorporated into the regular program.

The fifth area was on how Part C funds were being used. Of the nine program activities authorized under the act, eight or 89% were provided by the majority of the projects every year. All (100%) of the proposed activities were engaged in by at least one of the funded projects each year. Thus, the funds were being used as authorized under the act.

The sixth area evaluated was on the extent to which the needs prompting the projects were still viewed as important when Federal funding concludes. All (100%) of the respondents viewed the needs as important with almost half of them seeing the needs as being even more important than originally.

The findings of this study show that the Title IV-B and Title IV-C programs were effectively administered and had a positive impact on the District of Columbia Public and private schools over the three year period from 1979 to 1982.

APPENDIX A

QUESTIONNAIRE FOR TITLE IV-B EVALUATION

TITLE IV-B

Three Year Evaluation of Administrative Activities

Your Name (optional) _____ Today's Date _____

Please check all that apply to you

Project Director/Staff	☐
Regional Administrator	☐
Grants Administration Staff	☐
Advisory Council Member	☐
Other _____	☐

Years of Your Involvement in the Title IV-B Project.

1979-80	☐
1980-81	☐
1981-82	☐

Please rate each item by circling the areas, Quality and Effectiveness. Quality refers to the degree of excellence of the stated administrative activity or product. Effectiveness refers to the positive influence of the activity or product on the Title IV-B project.

Quality is rated on the scale

1	2	3
Fair	Good	Excellent

Effectiveness is rated on the scale

1	2	3
Not Effective	Effective	Very Effective

If a rating does not completely reflect your feelings, please circle the closest response. You may wish to discuss your choice in the comments section at the end of the questionnaire. Please respond to all items.

A. TECHNICAL ASSISTANCE BY GRANTS ADMINISTRATION

Providing help in:	Quality			Effectiveness		
1. Assessment of needs	1	2	3	1	2	3
2. Identification of priorities for establishing long-range objectives	1	2	3	1	2	3
3. Identification of priorities for establishing short-range objectives	1	2	3	1	2	3
4. Application of the formula for distribution of funds for subgrants	1	2	3	1	2	3
5. Planning of operational strategies	1	2	3	1	2	3
6. Planning of evaluation strategies	1	2	3	1	2	3
7. Development of proposals	1	2	3	1	2	3
8. Development of dissemination strategies	1	2	3	1	2	3

B. PROJECT APPLICATION REVIEW

	Quality			Effectiveness		
1. Administrative Products:						
a. General application form to receive a Part B subgrant	1	2	3	1	2	3
b. Three-year project application form	1	2	3	1	2	3
c. Annual supplementary application form	1	2	3	1	2	3
2. Administrative Activities:						
a. Application review by Grants Administration	1	2	3	1	2	3
b. Application review by State Advisory Council	1	2	3	1	2	3

C. DISSEMINATION

	Quality			Effectiveness		
1. ESEA Title IV, Part B Guidelines (booklet published by DCPS Grants Administration in September, 1980)	1	2	3	1	2	3
2. Curriculum guides, manuals, and examples of projects available as resources	1	2	3	1	2	3
3. Information about successful practices and methods developed in Part B projects	1	2	3	1	2	3
4. Reports related to performance, finance and inventories prepared for the Department of Education and the School System	1	2	3	1	2	3
5. Publicity through the DCPS Office of Communications and Public Relations	1	2	3	1	2	3

D. ANNUAL MONITORING

	Quality			Effectiveness		
1. Use of funds spent on printed instructional materials:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3
2. Use of funds spent on instructional equipment:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3
3. Maintenance of effective control of instructional materials and equipment:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3

D. ANNUAL MONITORING (continued)

	Quality			Effectiveness		
4. Records of inventories, purchase orders and distribution of items:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3
5. Changes needed to meet objectives:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3

E. EVALUATION BY STATE ADVISORY COUNCIL

	Quality			Effectiveness		
1. Evaluation of the degree to which program objectives were achieved	1	2	3	1	2	3
2. Evaluation of the success of the management procedures	1	2	3	1	2	3
3. Evaluation of the financial and statistical data	1	2	3	1	2	3
4. Evaluation of the degree to which the project was meeting identified needs	1	2	3	1	2	3
5. Evaluation of the degree to which the project was contributing to the educational process	1	2	3	1	2	3

F. COMMENTS

APPENDIX B

QUESTIONNAIRE FOR TITLE IV-C EVALUATION

TITLE IV-C

Three Year Evaluation of Administrative Activities

Your Name (optional) _____ Today's Date _____

Please check all that apply to you

Project Director/Staff	☐
Regional Administrator	☐
Grants Administration Staff	☐
Advisory Council Member	☐
Other _____	☐

Years of Your Involvement in the Title IV-B Project.

1979-80 ☐

1980-81 ☐

1981-82 ☐

Please rate each item by circling the areas, Quality and Effectiveness. Quality refers to the degree of excellence of the stated administrative activity or product. Effectiveness refers to the positive influence of the activity or product on the Title IV-C project.

Quality is rated on the scale

1	2	3
Fair	Good	Excellent

Effectiveness is rated on the scale

1	2	3
Not Effective	Effective	Very Effective

If a rating does not completely reflect your feelings, please circle the closest response. You may wish to discuss your choice in the comments section at the end of the questionnaire. Please respond to all items.

A. TECHNICAL ASSISTANCE BY GRANTS ADMINISTRATION

	Quality			Effectiveness		
1. Formulating Proposals:						
a. Solicitation and encouragement of proposals	1	2	3	1	2	3
b. Provisions for information on the purposes of Title IV-C	1	2	3	1	2	3
c. Assistance in proposal preparation and submission	1	2	3	1	2	3
2. Operating Programs:						
a. Reponse to requests for technical assistance	1	2	3	1	2	3
b. Provisions for technical assistance when evaluations, monitoring or reports indicated a need	1	2	3	1	2	3
c. Provisions for training in management techniques	1	2	3	1	2	3
d. Provisions for standardized reporting of program operation	1	2	3	1	2	3
e. Presentation of workshops on:						
(1) Data Collection	1	2	3	1	2	3
(2) Instrument Development	1	2	3	1	2	3
(3) Financial Record Keeping	1	2	3	1	2	3
(4) Reporting Requirements	1	2	3	1	2	3
e. Provisions for evaluation of programs by:						
(1) State Advisory Council	1	2	3	1	2	3
(2) Division of Quality Assurance (Title IV-C Evaluation Unit)	1	2	3	1	2	3

B. PROJECT APPLICATION REVIEW

	Quality			Effectiveness		
1. Distribution of announcement of new proposal applications	1	2	3	1	2	3
2. Distribution of criteria (such as documentation of needs assessment, measurable objectives, provision for participation of private school children) circulated with new project application forms	1	2	3	1	2	3
3. Distribution of calendar of activities for submission of proposals	1	2	3	1	2	3
4. Readers' review of applications	1	2	3	1	2	3
5. Grants Administration staff review of applications	1	2	3	1	2	3
6. Advisory Council review of applications	1	2	3	1	2	3
7. Notification to applicants	1	2	3	1	2	3

C. DISSEMINATION BY GRANTS ADMINISTRATION

	Quality			Effectiveness		
1. Distribution of flyers announcing proposal season	1	2	3	1	2	3
2. Publicity through the DCPS Office of Communications and Public Relations	1	2	3	1	2	3
3. Arrangement for educational leaders in the DCPS to visit successful projects	1	2	3	1	2	3

D. MONITORING

	Quality			Effectiveness		
1. Compliance with federal regulations and the ESEA Title IV guidelines:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3
2. Use of efficient fiscal and program management procedures:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3
3. Implemention of program objectives and activities:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3
4. Compilation of data to verify results:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3
5. Reports of monitoring findings and recommendations within 60 days of a visit:						
a. Monitoring by Advisory Council	1	2	3	1	2	3
b. Monitoring by Grants Administration	1	2	3	1	2	3
6. Procedures for disagreement with findings (written reply by project within 60 days; written response by SEA within 60 days)	1	2	3	1	2	3

E. EVALUATION

	Quality			Effectiveness		
1. Mid-year evaluations						
a. By Advisory Council	1	2	3	1	2	3
b. By Title IV-C Evaluation Unit	1	2	3	1	2	3
2. Final evaluations						
a. By Advisory Council	1	2	3	1	2	3
b. By Title IV-C Evaluation Unit	1	2	3	1	2	3

F. COMMENTS

APPENDIX C

QUESTIONNAIRE FOR TITLE IV-C EVALUATION (PROJECT-SPECIFIC)

PART II

Note to questionnaire respondent - If you prefer not to be identified on the main part of the questionnaire, you may send this section separately by District mail to: or U.S. mail to:

Marcia McBeath
Division of Quality Assurance
Presidential Building
Mail Route #1

Marcia McBeath
Division of Quality Assurance
415 - 12th St., N.W. Room1013
Washington D.C. 20004

1. In the original proposal for the Youth in Psychoeducationl Services Program, the stated need which promoted the project was expressed as follows:

"The real problem is the lack of immediate availability of a well structured program for such profoundly handicapped (seriously emotionally disturbed) students, particularly of secondary school age, which would complete the existing continuum of psychoeducational services offered by the public sector."

Please rate by circling the number below the category, the extent to which the above stated need is still viewed as important.

No Longer Important	Same Importance	More Important
1	2	3

Comment _____

_____

_____

2. The educational priority objectives listed in the Title IV State Plan were concerned with Competency-Based Curriculum and continuous assessment. These objectives are stated below in their complete form. After each one please write one or more examples from the above project which show these priorities were implemented and improved.

   a. "To implement a Competency-Based Curriculum which provides each student with the knowledge, skills and competencies needed to function satisfactorily as a member of society."

Example(s): _____

_____

_____

_____

_____

_____

b. "To design a system which provides the continuous assessment of student progress, personnel and program performance, and the delivery of service."

Example(s):_____

_____

_____

_____

_____

_____

3. To determine the extent to which Title IV-C projects funded for at least three years incorporated successful practices into the regular educational programs, please give one or more examples of this from the above project.

Example(s):_____

_____

_____

_____

_____

_____

Thank you for your assistance in this evaluation. I may also be contacting you by telephone for further clarification.

APPENDIX D

STATED NEEDS FROM INDIVIDUAL TITLE IV-C PROJECTS

STATED NEEDS FROM INDIVIDUAL TITLE IV-C PROJECTS

An Approach to Learning Through the Arts

"A survey of teachers of the arts in Region VI elementary schools reveals that presently no school has the services of either a dance/movement teacher or a drama teacher and services of music and art teachers are limited.---This paucity of services is in direct conflict with the findings of a---survey ---(that shows)---that emphasis on the arts in school is important not only for its own sake, but because it enhances learning in general."

District Facilitator Project

"Responses from those surveys returned (ed. note -a needs assessment) indicate three major categories to be stressed during the upcoming school year. They are programs dealing with secondary reading skills (content areas), K-12 mathematics programs, specifically those focused on problem solving skills development, and academic/intellectual/gifted progams.

The Fresh Start Minischool

"These students have severe skills deficiencies which will lead to failure in high school, if the past can serve as prologue to the future.---Ballou has no comprehensive program at the present time to deal with this problem. The students routinely fail their high school subjects, and many drop out."

Improving Instruction Through Supervision: Developing Supervisory Support for Teachers

"Since the school system no longer provides this assistance (ed. note - for improvement of instruction) through the traditional means of an itinerant corps of supervisors, resources must be developed at the local school level to accommodate this need."

Meeting Students Needs in the Multiage Group Environment

"The imbalance of the student population at Murch Elementary School and its sister schools, Lafayette and Janney, makes it necessary often to group children in classrooms consisting of more than one grade level. Simultaneously, class sizes have increased. Both circumstances further complicate achieving the teacher's goal of insuring child growth and development by satifying individual student needs."

Minigrant Program for the Academically Gifted

"A comprehensive plan to coordinate systemwide efforts to develop, improve and expand services for the gifted and talented (ed. note -especially the disadvantaged) in grades K-12 is needed."

Moving Toward Metrication with a Metric Corps

"The Public Schools of the District of Columbia have established a Policy on Metrication---(but)---the D.C. School System has not developed nor adopted a comprehensive model for infusing metric education into the instructional programs."

Single Skill Training Courses

"Teachers are met with two new challenges - implementing CBC into their classrooms and mainstreaming the educationally and physically handicapped. Many have expressed a desire for more help---"

Teaching and Learning Models for Mathematics and Reading

"In addition to having data which supports the need for a competency-based curriculum in reading and/or mathematics, teachers and/or administrators in these schools expressed the need for on-the-job technical assistance in the areas of organizing and managing the classroom, evaluating the students, and selecting or designing instructional activities."

Youth in Psychoeducational Services Program

"---the real problem is the lack of immediate availability of a well structured program for such profoundly handicapped (ed. note -seriously emotionally disturbed) students, particularly of secondary school age, which would complete the existing continuum, of psychoeducational services offered by the public sector."

Using Multisensory Media in an Individualized (BSCS) Biology Program

"---the program as it currently exists is not tapping the resources and talents of all our biology students who come to us from the 10th, 11th, and 12th grades and a few from the 9th grade. Self-motivated students, even those with reading difficulties can complete the program and achieve competency. On the other hand, students with no reading difficulties do not always achieve and/or set high goals for themselves and seemingly lack or lose enthusiasm."

APPENDIX E

LETTER ACCOMPANYING SURVEY QUESTIONNAIRE

Division of Quality Assurance
415 12th Street, N.W. Washington, D.C. 20004

April 22, 1982

Memorandum to:

From: Marcia McBeath
Division of Quality Assurance

Subject: Evaluation of ESEA Title IV

Federal regulations require that a state evaluate at least once every three years the quality and effectiveness of administrative activities carried out by the State Educational Agency in the administration of Title IV of the Elementary and Secondary Education Act (Public Law 95-561).

I am seeking your assistance in evaluating the state administrative activities for ESEA Title IV carried out by the Department of Grants Administration during the period from July 1, 1979 through June 30, 1982. Enclosed is a questionnaire which I am requesting that you complete and return to me via District Mail in the attached addressed envelope by April 30, 1982.

This is not a rating of projects. It is an evaluation of the central administration's adherence to the State Plan. Completing the questionnaire will take only a few minutes, and your response is very important in this evaluation process.

If you have any questions, please call me at 724-4249. Thank you very much for your assistance.

MM:vw

Enclosures

Division of Quality Assurance
415 12th Street, N.W. Washington, D.C. 20004

May 12, 1982

Memorandum to:

From: Marcia McBeath
Division of Quality Assurance

You may remember that I sent you a questionnaire last month to help in the federally required three year evaluation of administrative activities of ESEA Title IV.

If you have not already returned the completed questionnaire, I would appreciate your taking a few minutes to do so. Your response is really needed in order to assure adequate representation in the sample.

If you have misplaced your copy, please call me at 724-4249 and I will be happy to replace it for you.

I realize how busy you are at this time of the year and I want to thank you sincerely for your help.

MM:vw

APPENDIX G

COMPARISON OF TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1979-80

APPENDIX F

FOLLOW-UP LETTER FOR SURVEY QUESTIONNAIRES

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1979-80

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
I	In the spring of 1978 students of Region I schools in grades 3, 6, and 9 were administered the Comprehensive Test of Basic Skills. Test results revealed grave deficiencies in mathematics and reading. More than 50% of the students tested one or more levels below their grade. In addition, the Prescriptive Mathematics Test (PMT) and the Prescriptive Reading Test (PRT) were administered to all students in Region I. Test results indicated low mastery of objectives in mathematics and reading. Using these test results the Region I Psychometrist compiled a master list of objectives, by school, which were not mastered in both mathematics and reading. This project is designed to help students master identified objectives in mathematics and reading according to their needs. The project provides media for instruction as an alternative to printed material. Many students have the capacity to learn but are continually frustrated when textbooks or other printed material are the sole method used to teach them. The project will also be beneficial to students who can read but enjoy learning by audio/visual means. Also the project will facilitate individualized instruction which may take the form of one-to-one, small group or whole class instruction. Individualized instruction is built in the Competency Based Curriculum of the D. C. Public Schools. Project implementation will be a valuable program supplement and will increase student mastery of priority objectives in mathematics and reading.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__Much Instructional Materials ____Some ____Little __X__Much Instructional Equipment ____Some ____Little __X__Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1979-80
(continued)

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
II	Librarians in Region II public and non-public schools continue to operate at varying levels of efficiency due to differences in the types of materials and equipment that are available and needed for classroom use, due to varying levels of competencies of librarians and teachers in the development and use of the center, due to time limitations which prevent significant amounts of time for planning, and due to the changing role of the library/media center in supporting the instructional process. A continuation of this project will help to reduce these inadequacies by carefully selecting and purchasing materials and equipment for each library, by giving librarians additional training in providing for varied learning styles and instructional needs of students, by increasing the degree of cooperative librarian/staff planning, and by increasing the recognition of the library/media center as an integral component in CBC implementation.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__ Much Instructional Materials ____Some ____Little __X__ Much Instructional Equipment ____Some ____Little __X__ Much *b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers *To the extent possible with limited amount received

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1979-80
(continued)

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted From the Advisory Council Report
III	Students in the elementary and secondary schools of Region III are performing several years below the national norm in the area of reading as indicated by an analysis of the results of the Comprehensive Test of Basis Skills administered in May, 1978. Region III (GE) Median Reading / National Norm (GE) Median Reading Grade 3: 2.8 / 3.8 Grade 6: 5.1 / 6.8 Grade 9: 7.3 / 9.8 Grade 12: 9.4 / 12.8 An examination of the instructional materials used in the several disciplines, especially at the secondary levels, revealed that the readability levels are inappropriate (too high) for the learner to acquire the necessary reading skills and/or the skills of the discipline. Non-public schools have also indicated the need to purchase materials for the establishment of reading centers.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Acquisitions have not been received. Library Resources _____Some _____Little _____Much Instructional Materials _____Some _____Little _____Much Instructional Equipment _____Some _____Little _____Much b. Did students and teachers use the new acquisition in the formal instructional program? Acquisitions have not been received. _____ For whole class instruction in the classroom or library _____ For small group instruction in the classroom or library _____ For individualized instruction in the classroom or library _____ For class preparation by individual teachers or for skill training sessions by a group of teachers

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1979-80
(continued)

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
IV	Needs assessments and instructional support surveys made in Region IV schools conducted during the 1978-79 school year indicate the need for learning materials that are correlated to stated objectives in CBC Scope and Sequence Curriculum Guides. Planning time is a major constraint to teachers as they attempt to address immediate needs of students in managing learning activities of students with varying learning styles, entry levels and rates of skill mastery. Teachers and students are in need of a cadre of materials to facilitate progress as they move through classroom management and learning activities in the achievement of objectives in the mastery of CBC skills. Teaching and learning problems would be greatly diminished if appropriate learning materials were available to enhance movement of students from one learning activity to the next, as teachers work to monitor student progress and to continue to develop strategies and activities to enhance learning through the application of CBC objectives. Another very critical area of concern is that non-pilot and non-prototype teachers (regular classroom teachers) in need of assistance in the use of Scope and Sequ e Curriculum Guides in planning for instruction. The Scope and Sequence Guides are not at the stage in development in which suggested learning activities have been included. The availability of correlated learning materials to match Scope and Sequence objectives (hierarchies) will greatly enhance the drive to continue the momemtum to implement CBC in regular classrooms as pilot and prototype teachers continue their work completing, refining and validating curriculum for Competency-Based instruction in the D.C. Public Schools.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__ Much Instructional Materials ____Some ____Little __X__ Much Instructional Equipment ____Some ____Little __X__ Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers

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TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1979-80
(continued)

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
V	A survey taken in May, 1978 revealed that the majority of media center collections in Region V schools were inadequate and outdated in terms of supporting the CBC Program and complying with the written policy as cited in The School Media Program in the District of Columbia: Guidelines for Its Operation. The ongoing knowledge explosion has rendered the science collections out-of-date; the changing world situation has made the social studies collections obsolete; and the increased emphasis on individualized instruction creates the need for multiple copies in school collections. Supplementary materials are also needed to support the development of self-actualization skills and the implementation of the literature area in the Competency Based Curriculum. This project will help us to meet our needs by enabling us to purchase quality instructional support materials and equipment in varied forms.	*a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources 6** ____ Some ____ Little 6** ____ Mu Instructional Materials __4__ Some ____ Little __5__ Mu Instructional Equipment __2__ Some ____ Little __3__ Mu *b. Did students and teachers use the new acquisition in t formal instructional program? ____ For whole class instruction in the classroom or library ____ For small group instruction in the classroom or library ____ For individualized instruction in the classroom library ____ For class preparation by individual teachers or for skill training sessions by a group of teache *Very few acquisitions received **The numerals used beside the blanks indicate the number o schools responding

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1979-80
(continued)

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
VI	Deficiencies still exist in all Region VI libraries in the areas of educational materials and equipment. The proposed program was assigned to eliminate, over a three year period, these inadequacies. Our original survey (taken prior to the FY '79 proposal) showed that libraries in the Region all fell far below specifications. All have improved as a result of the project, but because the library media program is a key support element in the instructional program, a library which has any major deficiencies fails in this vital support role.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__Much Instructional Materials ____Some ____Little __X__Much Instructional Equipment ____Some ____Little __X__Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers

APPENDIX H

COMPARISON OF TITLE IV-B CRITICAL NEEDS
AS STATED IN THE PROPOSALS AND AS ADDRESSED
BY THE ADVISORY COUNCIL, 1980-81

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1980-81

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
A	PUBLIC SCHOOLS Test results compiled by the Region A Psychometrist from the spring 1980 Comprehensive Test of Basic Skills, grades 3, 6, and 9, reveal that deficiencies continue to exist in the critical areas of reading and math. Low mastery of the content on the PRT and PMT (Prescriptive Reading Test and Prescriptive Math Test) is also indicative of continued support. PRIVATE SCHOOLS Participating schools indicate that supplemental monies would be necessary to purchase adequate instructional materials and audio/visual equipment to reach instructional goals they have established.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__Much Instructional Materials ____Some ____Little __X__Much Instructional Equipment ____Some ____Little __X__Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library ____ For class preparation by individual teachers or for skill training sessions by a group of teachers

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1980-81

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
B	PUBLIC SCHOOLS Librarians are operating at varying levels of efficiency due to differences in the types and quantities of materials that are available, and the degree of cooperative planning between librarians and teachers in making the library/media center program an integral part of the plan for the school. There is evidence of improvement in these areas, but additional resources and continued focus are needed to support and strengthen this phase of the instructional program. PRIVATE SCHOOLS Private schools have indicated that additional materials and resources are needed in their schools also to give adequate support to the instructional programs.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__Much Instructional Materials ____Some ____Little __X__Much Instructional Equipment ____Some ____Little __X__Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1980-81

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
C	PUBLIC SCHOOLS Deficiencies still exist in all Region C libraries in the areas of educational materials, equipment, and library books to support the Competency Based Program. Original surveys taken of library/media centers in schools that now comprise Region C show that none met the specifications as set forth in the School Media Program in the District of Columbia: Guidelines for its Operation, 1976. Additionally, reading scores in those schools choosing to give priority to this area for IV B materials were below both District and national norms. PRIVATE SCHOOLS All private schools need supplemental materials in addition to those purchased through their regular budget to improve their libraries and thereby give vital support to their educational programs.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__Much Instructional Materials ____Some ____Little __X__Much Instructional Equipment ____Some ____Little __X__Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers

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TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1980-81

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
D	PUBLIC SCHOOLS Region D students achieved scores below the national norm on the Comprehensive Tests of Basic Skills administered in the Spring of 1981. Some gains have been made over the past two years. PRIVATE SCHOOLS Private schools indicated lack of adequate resources for the effective teaching of science and social studies. Several non-public schools expressed the need to acquire instructional materials for the teaching of science and social studies.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? All acquisitions have not been receivecd. Library Resources ____Some ____Little __X__Muc Instructional Materials ____Some ____Little __X__Muc Instructional Equipment ____Some ____Little __X__Muc b. Did students and teachers use the new acquisition in th formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom o library __X__ For class preparation by individual teachers or for skill training sessions by a group of teacher

APPENDIX I

COMPARISON OF TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1981-82

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1981-82

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
A	PUBLIC SCHOOLS Test results compiled by the Region A Psychometrist from the spring 1980 Comprehensive Test of Basic Skills, grades 3, 6, and 9, reveal that deficiencies continue to exist in the critical areas of reading and math. Low mastery of the content on the PRT and PMT (Prescriptive Reading Test and Prescriptive Math Test) is also indicative of continued support. PRIVATE SCHOOLS Participating schools indicate that they cannot afford to purchase adequate instructional materials and audio/visual equipment to reach instructional goals they have established.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__ Much Instructional Materials ____Some ____Little __X__ Much Instructional Equipment ____Some ____Little __X__ Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1981-82

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
B	PUBLIC SCHOOLS Librarians are operating at varying levels of efficiency due to differences in the types and quantities of materials that are available, and the degree of cooperative planning between librarians and teachers in making the library/media center program an integral part of the plan for the school. There is evidence of improvement in these areas, but additional resources and continued focus are needed to support and strengthen this phase of the instructional program. PRIVATE SCHOOLS Private schools have indicated that additional materials and resources are needed in their schools also to give adequate support to the instructional programs.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__ Muc Instructional Materials ____Some ____Little __X__ Muc Instructional Equipment ____Some ____Little __X__ Muc b. Did students and teachers use the new acquisition in th formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom o library __X__ For class preparation by individual teachers or for skill training sessions by a group of teacher

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1981-82

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
C	PUBLIC SCHOOLS Deficiencies still exist in all Region C libraries in the areas of educational materials, equipment, and library books to support the Competency Based Program. Original surveys taken of library/media centers in schools that now comprise Region C show that none met the specifications as set forth in the School Media Program in the District of Columbia: Guidelines for its Operation, 1976. Additionally, reading scores in those schools choosing to give priority to this area for IV B materials were below both District and national norms. PRIVATE SCHOOLS All private schools need supplemental materials in addition to those purchased through their regular budget to improve their libraries and thereby give vital support to their educational programs.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__Much Instructional Materials ____Some ____Little __X__Much Instructional Equipment ____Some ____Little __X__Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers

TITLE IV-B CRITICAL NEEDS AS STATED IN THE PROPOSALS
AND AS ADDRESSED BY THE ADVISORY COUNCIL, 1981-82

Region	Statements or Evidence of Critical Needs Quoted from the Proposal	Addressing of Critical Needs Quoted from the Advisory Council Report
D	PUBLIC SCHOOLS Region D students achieved scores below the national norm on the Comprehensive Tests of Basic Skills administered in the Spring of 1979. (Reading, Grade 3 - 3.1, Grade 6 - 5.1, and Grade 9 - 7.0) PRIVATE SCHOOLS Private schools needs were evidenced by low reading scores in some instances and by lack of adequate resources for the effective teaching of reading.	a. Did the acquisitions supply items for instructional activities which assist in eliminating the critical needs of students as identified in the proposal? Library Resources ____Some ____Little __X__Much Instructional Materials ____Some ____Little __X__Much Instructional Equipment ____Some ____Little __X__Much b. Did students and teachers use the new acquisition in the formal instructional program? __X__ For whole class instruction in the classroom or library __X__ For small group instruction in the classroom or library __X__ For individualized instruction in the classroom or library __X__ For class preparation by individual teachers or for skill training sessions by a group of teachers

APPENDIX J

ASSESSMENT OF AGREEMENTS AND INCONGRUITIES
BETWEEN NEEDS AS INDICATED IN THE STATE
PLAN AND RESPONSE TO NEEDS AS INDICATED
BY TITLE IV-C PROJECTS, 1979-80

NEEDS: STATE PLAN

1. Development and demonstration of activities designed to address serious educational problems in elementary and secondary schools, including:

   a. the need for effective programs for children with special needs, such as educationally deprived children, gifted and talented children, and handicapped children,

   b. high rates of children who do not complete secondary school, and

   c. the need of children in private schools for improved educational services;

RESPONSE TO STATED NEEDS: INDIVIDUAL PROJECTS

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		Facilitator projects contained programs for all children including those with special needs. Non-public schools also received the service.
The Fresh Start Minischool	X		The project was established to help high school students with low academic skills whose deficiencies would probably result in school failure and dropout.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		The project was designed to help teachers improve their instruction. The participants who were from public and non-public schools at all levels, learned how to help teachers address all kinds of educational problems.
Meeting Students Needs in the Multiage Environment	X		The words "Meeting Students Needs" in the title showed that the thrust of this program was to meet the needs of all children be they educationally deprived, gifted and talented or handicapped. The program used a management system to address the problem of combining up to three grades because of decreased enrollment.
Minigrant Program for the Academically Gifted	X		The program was designed for gifted and talented youngsters. Teachers from non-public schools were invited to the workshops.

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
Single Skill Training	X		Courses were all in topics related to Competency Based Curriculum, handicapped children and individualizing instruction. Private school teachers participated.
Teaching and Learning Models	X		Identified students functioned below average national stanines and below grade level. A private school participated.
Youth in Psychoeducational Services Program	X		The project was written for handicapped children. The non-public regular schools do not service this population but were interested in the program as a referral resource.

2. Encouraging the development and demonstration of improved means of carrying out programs for educationally deprived children in school attendance areas having high concentrations of children in low-income families;

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		All regions had District Facilitator projects, many of the projects designed to help educationally deprived children and located in attendance areas with many low-income families.
The Fresh Start Minischool	X		The school in which the project was located was in an area with many educationally deprived children from low-income families.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment		X	

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
Minigrant Program for the Academically Gifted	X		Over half the schools in the project were Title I schools.
Single Skill Training	X		Teachers participated from Region V schools plus others, some of which were Title I schools.
Teaching and Learning Models	X		Several of the schools involved were Title I schools.
Youth in Psychoeducational Services Program	X		A majority of the students were from poor and welfare families.

3. Activities designed to <u>improve the achievement of children in basic skills</u>;

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		Over half the projects were specifically to improve reading or mathematics while most of the rest included achievement in basic skills as an important aspect.
The Fresh Start Minischool	X		The two academic areas of greatest concentration for these students were reading and mathematics.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		In the statement of needs, the proposal included providing assistance to teachers in improving instruction in order to raise achievement levels of students. Many of the problems where supervision was sought, involved ways to improve the achievement of children in basic skills.
Meeting Students Needs in the Multiage Environment	X		The first objective of this project was on the improvement of basic skills.
Minigrant Program for the Academically Gifted	X		All minigrant programs emphasized mathematics and language arts.

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
Single Skill Training	X		Several courses (ex. "Using Experience Charts in Teaching Reading and Language Arts") focused on basic skills.
Teaching and Learning Models	X		The models used were specifically for reading and mathematics.
Youth in Psychoeducational Services Program	X		Activities were included in the program to improve achievement in reading, spelling and arithmetic, as seen in the evaluation.

4. Activities to encourage the participation of parents in the education of their children;

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		Parents were encouraged to participate in the education of their children in several of the projects.
The Fresh Start Minischool	X		A training program for parents was included so they could serve as classroom aides at school and motivational supporters at home. Most of the parents did not participate although various methods were used to encourage them to attend.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment	X		The project promoted parent involvement through a summer workshop, parent volunteer training and a monthly project newsletter. Of the 16% of parents responding to a questionnaire 61% had served as volunteers.

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
Minigrant Program for the Academically Gifted	X		Parents were involved in the identification procedure of their child and in the evaluation of the project.
Single Skill Training		X	
Teaching and Learning Models	X		Parent workshops were held, though poorly attended.
Youth in Psychoeducational Services Program	X		A program was planned to teach parents behavioral management. Although a workshop was not possible, the psychiatric social worker visited homes in the evening to assist in developing a management program. Parents were involved in all aspects of the diagnostic and placement procedures.

5. Development of programs to diagnose learning problems and assess the educational achievement of children, including children in non-profit private schools;

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		Diagnosis and assessment of learning problems were major components of many facilitator projects. Non-public schools participated.
The Fresh Start Minischool	X		The program provided for an individualized approach with continuous assessment. Teachers at St. Anthony High School were invited to attend staff workshops, participate in training and receive materials.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		As part of their training the participants from both public and non-public schools received instruction in diagnosing and assessing subject area skills.

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
Meeting Students Needs in the Multiage Environment	X		A diagnostic/prescriptive teaching model was used with teachers continually monitoring student progress. Teachers in non-public schools were invited to join the project.
Minigrant Program for the Academically Gifted	X		Teachers were taught to diagnose and assess gifted and talented students. Non-public teachers attended the workshops.
Single Skill Training	X		Several courses (ex. "Making Teacher-Made Math Tests Work for You") focused on diagnosing and assessing. Teachers from both public and private schools attended.
Teaching and Learning Models	X		The project used criterion referenced tests called "Check-in Check-out" in both public and private schools.
Youth in Psychoeducational Services Program	X		Extensive diagnostic and assessment measures were used with the students in the program. Non-public and regular schools do not serve this population.

6. Developing and implementing model plans to demonstrate effective means of improving school management and fully coordinating all the Federal, State, and local resources available in a school in a fashion designed to meet the individual needs of every child in that school;

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		Projects such as the "School Volunteer Development Project" were designed to improve school management and coordinate resources.
The Fresh Start Minischool		X	

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		Action plans were developed in each school with participating staff. These plans showed how the school would use all resources available to provide instructional support, thereby demonstrating an effective means of improving school management.
Meeting Students Needs in the Multiage Environment	X		The project developed a plan to improve school management when the imblance of a school population required the formation of combination classes. The program included individualizing to meet the needs of all children.
Minigrant Program for the Academically Gifted		X	
Single Skill Training	X		Some courses (ex. "Proposal Writing') focused on improving school management and coordinating resources so as to meet the individual needs of all the children.
Teaching and Learning Models		X	
Youth in Psychoeducational Services Program	X		The YIPS program allowed the Bundy School to meet the needs of every child there by providing a program for seriously disturbed adolescents, an area previously lacking. Federal, state and local resources were combined to meet these special education needs.

7. Professional development programs for teachers, administrators, and other instructional personnel in the schools of such agencies;

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		All projects had a training component for staff.

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
The Fresh Start Minischool	X		Teachers had refresher discussions and follow-up training in transactional analysis, diagnosis and correction of reading and mathematics disabilities and curriculum development for the underachiever.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		The project was basicially a professional development program for teachers, administrators and other instructional personnel.
Meeting Students Needs in the Multiage Environment	X		Staff development sessions were held in September, 1979 and March, 1980. Monthly meetings were held to assist teachers new to the project.
Minigrant Program for the Academically Gifted	X		Over 40 staff development sessions were held throughout the year.
Single Skill Training	X		All offerings were to meet staff development needs.
Teaching and Learning Models	X		Inservice courses were held in the teaching of reading and mathematics.
Youth in Psychoeducational Services Program	X		One of the major objectives was to provide ongoing staff training in behavioral techniques, classroom management and the development of a treatment plan.

8. Early childhood and family education programs for children not yet enrolled in kindergarten programs and below age six for activities related to the identification of potential barriers to learning, the education of parents in child development, homebased programs, and referral services;

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project			Projects such as "Dale Avenue Early Childhood Education Project" and "Early Prevention of School Failure" were specifically directed at early childhood and family education.

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
The Fresh Start Minischool		X	
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment		X	
Minigrant Program for the Academically Gifted		X	
Single Skill Training		X	
Teaching and Learning Models		X	
Youth in Psychoeducational Services Program		X	

9. Programs to extend the educational process beyond the school building through the use of other resources in the community, such as museums, businesses, cultural organizations, labor unions, and governmental agencies;

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		One of the Facilitator Projects, INSTITUTE FOR POLITICAL AND LEGAL EDUCATION, took students out into the community to study political, governmental and legal processes.
The Fresh Start Minischool	X		Students participated in the Arena Stage's Living Stage during the first year of the project and followed that up with drama this year. They also went on field trips. They were recognized on McDonald's placemats. Some were referred when necessary to Area D Mental Health Center and to the Social and Rehabilitation Agency for career testing.

1979-80	YES	NO	IF YES, EXAMPLE OR COMMENT
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment	X		This project extended the educational process beyond the school by bringing in people from the community to enrich the curriculum by sharing skills such as cooking, carpentry and drama.
Minigrant Program for the Academically Gifted	X		Three percent of the budget was for field trips into the community.
Single Skill Training		X	
Teaching and Learning Models		X	
Youth in Psychoeducational Services Program	x		In the event of a crisis, 24 hour emergency care was provided through area mental health facilities. Students went on field trips such as to Howard University.

APPENDIX K

ASSESSMENT OF AGREEMENTS AND INCONGRUITIES
BETWEEN NEEDS AS INDICATED IN THE STATE PLAN
AND RESPONSE TO NEEDS AS INDICATED BY
TITLE IV-C PROJECTS, 1980-81

NEEDS: STATE PLAN

1. Development and demonstration of activities designed to address serious educational problems in elementary and secondary schools, including:

   a. the need for effective programs for children with special needs, such as educationally deprived children, gifted and talented children, and handicapped children,

   b. high rates of children who do not complete secondary school, and

   c. the need of children in private schools for improved educational services;

RESPONSE TO STATED NEEDS: INDIVIDUAL PROJECTS

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		Non-public schools participated in planning, training, inservice workshops and receipt of resource materials.
District Facilitator Project	X		District Facilitator programs included those for gifted/talented children as well as those for handicapped. Private schools received the services of the project.
The Fresh Start Minischool	X		In this project, activities were developed and demonstrated to help students who were predicted to fail to complete secondary school. Some participants had scored as low as first grade level on achievement tests.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		The project was designed to train teachers and administrators from public and non-public schools to help other teachers improve their classroom skills and also to become more analytical of their own performance. The problems they worked on were of a wide variety including helping children with special needs.
Meeting Students Needs in the Multiage Environment	X		As the name implies, Meeting Students Needs was designed to meet the needs of all children, whether gifted, deprived or handicapped, by providing an individualized program to meet the educational problem of imbalance in school population requiring combination classes.

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
Minigrant Program for the Academically Gifted	X		The program was developed specifically for gifted/talented children.
Moving Toward Metrication with a Metric Corps	X		Although the district has a policy on metrication, there was not much follow through and a great need for it. The project had private school participation.
Single Skill Training	X		Courses were in topics related to Competency Based Curriculum, handicapped children and classroom management.
Youth in Psychoeducational Services Program	X		The program was designed specifically for handicapped children. The severely emotionally disturbed child is not usually found in non-public schools but administrators from such schools expressed an interest in the program as a referral resource.

2. Encouraging the development and demonstration of improved means of carrying out programs for educationally deprived children in school attendance areas having high concentrations of children in low-income families;

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		Teachers participated from Region C schools many of which were Title I schools.
District Facilitator Project	X		District Facilitator projects are all nationally validated programs showing improved ways of performing. Many of the local projects included work with educationally deprived children in low income areas.
The Fresh Start Minischool	X		A large number of participating students came from low income and educationally deprived families.

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment		X	
Minigrant Program for the Academically Gifted	X		Over half the schools in the project were Title I schools.
Moving Toward Metrication with a Metric Corps	X		The project was held in Region D which had a large number of Title I schools.
Single Skill Training	X		Teachers participated from Region C schools plus others, many of which were Title I schools.
Youth in Psychoeducational Services Program	X		A majority of the students were from poor and welfare families.

3. Activities designed to <u>improve the achievement of children in basic skills</u>;

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		The project used the arts as a tool to upgrade students' basic skills.
District Facilitator Project	X		The majority of the District Facilitator Projects were in the basic skills areas.
The Fresh Start Minischool	X		The FSMS curriculum consisted of four core areas: social studies, mathematics, communications, and science. Activities were developed to lead to achievement improvement.

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		Need for the program was based on observations of classroom behavior, levels of understanding of Competency-Based-Curriculum and levels of student achievement as shown on standardized and criterion referenced tests. Participants helped other teachers with such problems including the improvement of children's basic skills.
Meeting Students Needs in the Multiage Environment	X		The project provided a model for the implementation of a system-wide Competency-Based-Curriculum by matching all system reading and mathematics objectives to existing instructional materials.
Minigrant Program for the Academically Gifted	X		Each minigrant project offered instruction in language arts and mathematics.
Moving Toward Metrication with a Metric Corps	X		The project was designed to help improve achievement in mathematics, specifically in the metric system.
Single Skill Training	X		Several courses (example, Teaching Reading in the Content Area") focused on basic skills.
Youth in Psychoeducational Services Program	X		Cognitive skills taught to the YIPS students included reading, spelling and arithmetic.

4. Activities to encourage the participation of parents in the education of their children;

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
District Facilitator Project	X		Examples of projects with activities to incourage participation of parents in the education of their children were: "Alphaphonics" -parents were encouraged to participate in the weekly homework Suprise Game; "Early Prevention of School Failure" - parents were actively involved in the classroom as well as with children at home on individual skills.
The Fresh Start Minischool	X		Parents were encouraged to participate and were required to sign an agreement for their child to be in the program. One mother served as an aide. Parents received monthly newsletters, attended parent meetings and received phone calls and home visits.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment	X		The project promoted parent involvement through a summer workshop, parent volunteer training, a project newsletter, an information brochure and slide/tape presentations.
Minigrant Program for the Academically Gifted	X		Parents were involved in the identification procedure of their child and in the evaluation of the project. Parents attended a fall conference and a spring parents' night.
Moving Toward Metrication with a Metric Corps	X		A parent/community component was built into the program.
Single Skill Training	X		One of the SST courses was entitled, "Helping Parents Help Their Children."
Youth in Psychoeducational Services Program	X		Parents were involved in the diagnostic and placement procedures and were offered the opportunity to receive counseling in regards to their children in the program.

5. Development of programs to diagnose learning problems and assess the educational achievement of children, including children in non-profit private schools;

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		Part of the project included development of vocabulary tests to assess educational achievement in those areas. Non-public schools were involved in teacher training.
District Facilitator Project	X		Projects such as "Exemplary center for Teaching Instruction," "Individualized Language Arts," and "Systematic Teaching and Measuring Mathematics," included diagnosis and assessment. The Facilitator project included non-public school participation.
The Fresh Start Minischool	X		Students worked toward individual objectives with continuous assessment. No private school chose to participate though invited.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment	X		Diagnostic instruments were used during the first two weeks of school. Teachers continually monitored student progress. They did periodic reassessment using skill cluster tests and a final assessment with the CTBS. Private schools were invited to participate.
Minigrant Program for the Academically Gifted	X		Assessment was included as part of the project design. Non-public school staff were invited to staff development sessions.
Moving Toward Metrication with a Metric Corps	X		After teachers completed the training they passed their learning on to the children, assessing with pre- and post-measures. Private school teachers participated.

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
Single Skill Training	X		Courses were taught in the areas of diagnosing and assessing in instructional areas (ex. "Diagnostic/Prescriptive Teaching of Reading"). Non-public school teachers participated.
Youth in Psychoeducational Services Program	X		Extensive diagnostic and assessment measures were used with the students in this program. Non-public and regular schools do not serve this population but were involved in planning.

6. Developing and implementing model plans to demonstrate effective means of improving school management and fully coordinating all the Federal, State, and local resources available in a school in a fashion designed to meet the individual needs of every child in that school;

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	
District Facilitator Project	X		District Facilitator Projects such as PEGASUS-PACE and the SCHOOL VOLUNTEER DEVELOPMENT PROJECT implemented model plans to demonstrate effective means of improving school management.
The Fresh Start Minischool		X	
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		This project, using Federal funds included the broad involvement of regional staff, local school administrators and teachers in the improvement of teacher performance through peer supervision. Action plans that were developed demonstrated an effective means of improving school management within each building.

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
Meeting Students Needs in the Multiage Environment	X		This project used a management system designed to meet the individual needs of all of the students in a school. It was expanded to other schools in different socioeconomic and geographic areas.
Minigrant Program for the Academically Gifted		X	
Moving Toward Metrication with a Metric Corps		X	
Single Skill Training	X		Courses such as "Stress and Teacher Burn Out" focused on improving school management.
Youth in Psychoeducational Services Program	X		The YIPS program allowed the Bundy school to meet the needs of every child there by providing a program for seriously disturbed adolescents, an area previously lacking. Federal, state and local resources were combined to meet those special education needs.

7. Professional development programs for teachers, administrators, and other instructional personnel in the schools of such agencies;

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		One aspect of the program was a Learning Through the Arts inservice course. The classroom component also was used as a teacher training device.
District Facilitator Project	X		Awareness sessions gave previews of projects. For all projects funded, staff training preceded implementation.
The Fresh Start Minischool	X		Staff development sessions were held on an average of once a month.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		The project was designed basically as a professional development program for teachers, administrators and other instructional personnel.

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
Meeting Students Needs in the Multiage Environment	X		Professional development workshops were held in October, November and December 1980 and March through June, 1981.
Minigrant Program for the Academically Gifted	X		Between November, 1980 and June, 1981 over 40 staff development sessions were held.
Moving Toward Metrication with a Metric Corps	X		The program began with training teachers, who then trained their students and other teachers in metrication.
Single Skill Training	X		All offerings were to meet staff development needs.
Youth in Psychoeducational Services Program	X		One of the major objectives was to provide staff training in behavioral techniques, classroom management and the development of a treatment plan.

8. Early childhood and family education programs for children not yet enrolled in kindergarten programs and below age six for activities related to the identification of potential barriers to learning, the education of parents in child development, homebased programs, and referral services;

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	
District Facilitator Project	X		The Facilitator Project sponsored programs in early childhood and family education for kindergarten age and below.
The Fresh Start Minischool		X	
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
Meeting Students Needs in the Multiage Environment		X	
Minigrant Program for the Academically Gifted		X	
Moving Toward Metrication with a Metric Corps		X	
Single Skill Training		X	
Youth in Psychoeducational Services Program		X	

9. Programs to extend the educational process beyond the school building through the use of other resources in the community, such as museums, businesses, cultural organizations, labor unions, and governmental agencies;

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	
District Facilitator Project	X		Facilitator projects used other resources in the community such as museums and government agencies.
The Fresh Start Minischool	X		Students were referred when necessary to the Department of Human Resources and St. Elizabeth Hospital. Students also participated in skating, bowling and basketball. They also went on field trips.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment	X		People from the community shared their skills in such areas as cooking, carpentry and booktalks, thereby extending the educational process beyond the school building and regular curriculum.

1980-81	YES	NO	IF YES, EXAMPLE OR COMMENT
Minigrant Program for the Academically Gifted	X		Community members were on the task force, a pool of community volunteers and mentors was developed and community field trips with outside funding were provided.
Moving Toward Metrication with a Metric Corps	X		Community persons were trained to use metrication from a consumer's perspective. Some of them helped in the classrooms.
Single Skill Training		X	
Youth in Psychoeducational Services Program	X		In the event of a crisis, 24 hour emergency care was provided through area mental health facilities. "Promethians," an organization of Black businessmen worked with students on career exploration throught the Adopt-a-School Program at the University of the District of Columbia. Students were assessed through the Career Education Center and Vocational Rehabilitation Counseling Services. Students went on field trips and had therapeutic horseback riding.

APPENDIX L

ASSESSMENT OF AGREEMENT AND INCONGRUITIES
BETWEEN NEEDS AS INDICATED IN THE STATE PLAN
AND RESPONSE TO NEEDS AS INDICATED BY
TITLE IV-C PROJECTS, 1981-82

NEEDS: STATE PLAN

1. Development and demonstration of activities designed to address serious educational problems in elementary and secondary schools, including:

   a. the need for effective programs for children with special needs, such as educationally deprived children, gifted and talented children, and handicapped children,

   b. high rates of children who do not complete secondary school, and

   c. the need of children in private schools for improved educational services;

RESPONSE TO NEEDS: INDIVIDUAL PROJECTS

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		Dance, drama and music service in the schools were seriously limited. This program reached all kinds of students - those who were talented in the arts and those who were handicapped.
District Facilitator Project	X		Activities in District Facilitator Project programs addressed educational problems at all levels and for all kinds of children including those in non-public schools.
The Fresh Start Minischool	X		Students in the program were those who would otherwise probably not complete secondary school. They had either failed in high school or were continuing in the FSMS program.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		This project helped teachers and administrators from both public and non-public schools to address serious educational problems, through formal training and on-the-job training. They learned to become analytical of their own performance and to help other teachers, including working with children having special needs.
Meeting Students Needs in the Multiage Environment	X		"Meeting Students Needs" addressed itself to the serious educational problem of what to do in schools where declining enrollment required split classes. The project showed that by individualizing, with a good management system it was possible to meet the needs of all children, even those with special needs.

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
Moving Toward Metrication With a Metric Corps	X		Although the district has a policy on metrication, test results and questionnaires showed a need for training in the schools. The project had private school participation.
Youth in Psychoeducational Services Program	X		The program was designed specifically for handicapped children. The severely emotionally disturbed child is not usually found in non-public regular schools but administrators from such schools expressed interest in the program as a referral resource.
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program	X		This program was designed for high school students who learn better with multisensory experiences than by just a single mode such as reading. This type of student, when not given such material, loses motivation and may drop out of school.

2. Encouraging the development and demonstration of improved means of carrying out programs for educationally deprived children in school attendance areas having high concentrations of children in low-income families;

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		Teachers participated from Region C schools, many of which were Title I schools.
District Facilitator Project	X		All Facilitator programs are based on "improved means" of doing something. Many of the programs involved working with educationally deprived children from poverty homes.
The Fresh Start Minischool	X		The school is located in a low income area and the majority of students were educationally deprived.

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment		X	
Moving Toward Metrication With a Metric Corps	X		The project was held in Region D which has a large number of Title I schools.
Youth in Psychoeducational Services Program	X		A majority of the students were from poor and welfare families.
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program	X		The site of this project is in a high school located in an economically depressed area.

3. Activities designed to <u>improve the achievement of children in basic skills</u>;

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		The project used the arts as a vehicle to upgrade students' basic skills.
District Facilitator Project	X		The majority of the Facilitator Projects adopted in the D.C.P.S. included improving basic skills.
The Fresh Start Minischool	X		The core curriculum consisted of Communications, Mathematics, Social Studies and Science. The program was designed to improve achievement.

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		The project was written because, among other things, of the need to raise students' level of achievement through the improvement of instruction. Participants were taught to help teachers with instructional problems such as improving achievement in basic skills.
Meeting Students Needs in the Multiage Environment	X		CBC technology in reading and in mathematics were used to improve basic skills.
Moving Toward Metrication With a Metric Corps	X		The project was designed to help improve achievement in one aspect of mathematics, specifically the metric system.
Youth in Psychoeducational Services Program	X		Cognitive skills taught to the YIPS students included reading, spelling and arithmetic.
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program		X	

4. Activities to encourage the participation of parents in the education of their children;

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	
District Facilitator Project	X		Several of the District Facilitator programs encouraged the participation of parents in the education of their children.

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
The Fresh Start Minischool	X		Although parents participation was not great, the project tried to encourage it. All parents agreed to their child's participation in the project. Communication was kept up through school visits by parents, home visits by the counselor and project director, and phone calls.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment	X		The names and preferred activities of parent volunteers were put on McBee Key Sort Cards. Parents helped with testing and tutoring. A project newsletter kept parents informed. Several parents signed up for computer training through the project to help their children.
Moving Toward Metrication With a Metric Corps	X		Parents and community members were trained in consumer use of metrics. Some of them volunteered to help in the classroom.
Youth in Psychoeducational Services Program	X		Parents were involved in the diagnostic and placement procedures and were offered the opportunity to receive counseling in regards to their children in the program.
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program		X	

5. Development of programs to diagnose learning problems and assess the educational achievement of children, including children in non-profit private schools;

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	
District Facilitator Project	X		Facilitator programs generally included diagnosis and assessment when they were projects concerned with achievement. Children from non-public schools were served in this project.
The Fresh Start Minischool	X		The project involved continuous assessment until mastery of objectives was met. Pre- and posttesting was done in reading and mathematics. No private schools chose to participate.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment	X		Teachers used diagnostic/prescriptive strategies such as the Houghton Mifflin Computer Program, The Answer. Continuous assessment was built in to the project. No private schools chose to participate.
Moving Toward Metrication with a Metric Coprs	X		Teachers who took the training used pre- and posttests to diagnose and assess their students' needs in metrication. Private school teachers participated.
Youth in Psychoeducational Services Program	X		Extensive diagnostic and assessment measures were used with the students in this program. Non-public regular schools do not serve this population, but stated that they would refer.
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program		X	

6. Developing and implementing model plans to demonstrate effective means of improving school management and fully coordinating all the Federal, State, and local resources available in a school in a fashion designed to meet the individual needs of every child in that school;

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	
District Facilitator Project	X		Some District Facilitator Project adoptions implemented model plans for improving school management.
The Fresh Start Minischool		X	
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		Part of the project required participants to develop action plans for a strong resident supervisory support system within each building. There was broad involvement of this Federally funded project, of regional staff, local school administrators and teachers.
Meeting Students Needs in the Multiage Environment	X		The project was designed to develop and implement a model management plan that could be used in one or more classes in a whole school or system, to meet the needs of all children.
Moving Toward Metrication With a Metric Corps		X	
Youth in Psychoeducational Services Program	X		The YIPS program allowed the Bundy school to meet the needs of every child there by providing a program for seriously disturbed adolescents, an area previously lacking. Federal, state and local resources were combined to meet these special education needs.
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program		X	

7. Professional development programs for teachers, administrators, and other instructional personnel in the schools of such agencies;

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts	X		The project consisted of teacher training through classroom demonstration by the Arts Team Members.
District Facilitator Project	X		The Facilitator project is basically a training project to teach staff how to implement model programs in their schools or regions.
The Fresh Start Minischool	X		Staff development sessions were held on "Individualizing Instruction" and "Interdisciplinary Planning".
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers	X		The project was primarily a professional development program for teachers, administrators and other instructional personnel.
Meeting Students Needs in the Multiage Environment	X		Three formal teacher workshops were held on use of the computer management system and classroom management.
Moving Toward Metrication With a Metric Corps	X		Professional development occurred first. Then the trained teachers taught their students as well as other teachers.
Youth in Psychoeducational Services Program	X		Faculty members attended weekly staffings to discuss problems and possible solutions.
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program		X	

8. Early childhood and family education programs for children not yet enrolled in kindergarten programs and below age six for activities related to the identification of potential barriers to learning, the education of parents in child development, homebased programs, and referral services;

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	
District Facilitator Project	X		Several Facilitator projects in the District were designed as early childhood and family education programs for pre-schoolers.
The Fresh Start Minischool		X	
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X X	
Meeting Students Needs in the Multiage Environment		X	
Moving Toward Metrication With a Metric Corps		X	
Youth in Psychoeducational Services Program		X	
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program		X	

9. Programs to extend the educational process beyond the school building through the use of other resources in the community, such as museums, businesses, cultural organizations, labor unions, and governmental agencies;

1981-82	YES	NO	IF YES, EXAMPLE OR COMMENT
An Approach to Learning Through the Arts		X	
District Facilitator Project	X		District Facilitator adoptions included programs that extended the educational process beyond the school building to other resources in the community.
The Fresh Start Minischool	X		Students were referred to outside mental health agencies when necessary. Many students participated in the Rent-a-Teen program working in the Community. Students went on field trips, skated and played basketball in the community.
Improving Instruction Through Supervision: Developing Supervisory Support for Teachers		X	
Meeting Students Needs in the Multiage Environment	X		Community members came into the classrooms to share their professional and other expertise such as booktalks and cooking.
Moving Toward Metrication With a Metric Corps	X		Community members were trained to use metrication from a consumer's perspective. Some of them helped in the classrooms.
Youth in Psychoeducational Services Program	X		Mental health facilities were available for crises. Students went on field trips and had therapeutic horseback riding for 14 weeks.
Using Multisensory Media in an Individualized BSCS (Biological Sciences Curriculum Study) Biology Program		X	

APPENDIX M

SUMMARY OF QUESTIONNAIRE RESPONSES ON QUALITY AND EFFECTIVENESS OF TECHNICAL ASSISTANCE BY GRANTS ADMINISTRATION, PART IV-B

Technical Assistance By Grants Administration, IV-B
N=28

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Assessment of needs	1	3.6	8	28.6	16	57.1	3	10.7	2	7.1	10	35.7	13	46.4	3	10.7
2. Identification of priorities for establishing long-range objectives	3	10.7	10	35.7	14	50.0	1	3.6	5	17.9	9	32.1	13	46.4	1	3.6
3. Identification of Priorities for establishing short-range objectives	2	7.1	8	28.6	16	57.1	2	7.1	2	7.1	9	32.1	15	53.6	2	7.1
4. Application of the formula for distribution of funds for subgrants	0	-	10	35.7	17	60.7	1	3.6	1	3.6	9	32.1	17	60.7	1	3.6
5. Planning of operational strategies	1	3.6	11	39.3	14	50.0	2	7.1	1	3.6	13	46.4	12	42.9	2	7.1
6. Planning of evaluation strategies	2	7.1	13	46.4	12	42.9	1	3.6	3	10.7	13	46.4	10	35.7	2	7.1
7. Development of proposals	1	3.6	8	28.6	18	64.3	1	3.6	1	3.6	14	50.0	12	42.9	1	3.6
8. Development of dissemination strategies	3	10.7	11	39.3	13	46.4	1	3.6	3	10.7	11	39.3	13	46.4	1	3.6
Totals	13	5.8	79	35.3	120	53.6	12	5.4	18	8.0	88	39.3	105	46.9	13	5.8

APPENDIX N

SUMMARY OF QUESTIONNAIRE RESPONSES ON
THE QUALITY AND EFFECTIVENESS OF PROJECT
APPLICATION REVIEW, PART IV-B

Project Application Review, IV-B
N=28

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Administrative Products:																
a. General application form to receive a Part B subgrant	0	-	11	39.3	15	53.6	2	7.1	1	3.6	12	42.9	12	42.9	3	10.7
b. Three-year project application form	1	3.6	6	21.4	21	75.0	0	-	1	3.6	9	32.1	17	60.7	1	3.6
c. Annual supplementary application form	0	-	7	25.0	19	67.9	2	7.1	0	-	9	32.1	17	60.7	2	7.1
2. Administrative Activities:																
a. Application review by Grants Administration	0	-	8	28.6	19	67.9	1	3.6	0	-	10	35.7	17	60.7	1	3.6
b. Application review by State Advisory Council	1	3.6	6	21.4	19	67.9	2	7.1	1	3.6	7	25.0	18	64.3	2	7.1
Totals	2	1.4	38	27.1	93	66.4	7	5.0	3	2.1	47	33.6	81	57.9	9	6.4

APPENDIX O

SUMMARY OF QUESTIONNAIRE RESPONSES ON THE QUALITY AND EFFECTIVENESS OF DISSEMINATION ACTIVITIES, PART IV-B

Dissemination, IV-B
N=28

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. ESEA Title IV, Part B Guidelines (booklet published by DCPS Grants Administration in September, 1980)	0	-	7	25.0	20	71.4	1	3.6	1	3.6	10	35.7	15	53.6	2	7.1
2. Curriculum guides, manuals, and examples of projects available as resources	5	17.9	12	42.9	9	32.1	2	7.1	5	17.9	12	42.9	9	32.1	2	7.1
3. Information about successful practices and methods developed in Part B projects	5	17.9	9	32.1	12	42.9	2	7.1	5	17.9	11	39.3	10	35.7	2	7.1
4. Reports related to performance, finance and inventories prepared for the Department of Education and the School System	5	17.9	10	35.7	10	35.7	3	10.7	4	14.3	11	39.3	10	35.7	3	10.7
5. Publicity through the DCPS Office of Communications and Public Relations	9	32.1	11	39.3	3	10.7	5	17.9	8	28.6	13	46.4	2	7.1	5	17.9
Totals	24	17.1	49	35.0	54	38.6	13	9.3	23	16.4	57	40.7	46	32.9	14	10.0

APPENDIX P

SUMMARY OF QUESTIONNAIRE RESPONSES
ON THE QUALITY AND EFFECTIVENESS OF
ANNUAL MONITORING, PART IV-B

Annual Monitoring, IV-B
N=28

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Use of funds spent on printed instructional materials:																
a. Monitoring by Advisory Council	2	7.1	8	28.6	15	53.6	3	10.7	1	3.6	9	32.1	14	50.0	4	14.3
b. Monitoring by Grants Administration	2	7.1	9	32.1	13	46.4	4	14.3	2	7.1	9	32.1	13	46.4	4	14.3
2. Use of funds spent on instructional equipment:																
a. Monitoring by Advisory Council	2	7.1	7	25.0	16	57.1	3	10.7	1	3.6	7	25.0	16	57.1	4	14.3
b. Monitoring by Grants Administration	2	7.1	7	25.0	15	53.6	4	14.3	2	7.1	7	25.0	15	53.6	4	14.3
3. Maintenance of effective control of instructional materials and equipment:																
a. Monitoring by Advisory Council	4	14.3	10	35.7	11	39.3	3	10.7	4	14.3	9	32.1	11	39.3	4	14.3
b. Monitoring by Grants Administration	5	17.9	7	25.0	12	42.9	4	14.3	5	17.9	8	28.6	11	39.3	4	14.3

Annual Monitoring, IV-B (continued)
N=28

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. Records of inventories, purchase orders and distribution of items:																
a. Monitoring by Grants Administration	3	10.7	9	32.1	13	46.4	3	10.7	3	10.7	7	25.0	14	50.0	4	14.3
b. Monitoring by Grants Administration	3	10.7	9	32.1	14	50.0	2	7.1	3	10.7	10	35.7	12	42.9	3	10.7
5. Changes needed to meet objectives:																
a. Monitoring by Grants Administration	2	7.1	8	28.6	15	53.6	3	10.7	1	3.6	9	32.1	14	50.0	4	14.3
b. Monitoring by Grants Administration	1	3.6	8	28.6	15	53.6	4	14.3	2	7.1	8	28.6	14	50.0	4	14.3
Totals	26	9.3	82	29.3	139	49.6	33	11.8	24	8.6	83	29.6	134	47.9	39	13.9

APPENDIX Q

SUMMARY OF QUESTIONNAIRE RESPONSES ON THE
QUALITY AND EFFECTIVENESS OF EVALUATION
BY STATE ADVISORY COUNCIL, PART IV-B

Evaluation By State Advisory Council, IV-B
N=28

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Evaluation of the degree to which program objectives were achieved	1	3.6	7	25.0	17	60.7	3	10.7	1	3.6	8	28.6	16	57.1	3	10.7
2. Evaluation of the success of the management procedures	0	-	7	25.0	18	64.3	3	10.7	0	-	9	32.1	16	57.1	3	10.7
3. Evaluation of the financial and statistical data	2	7.1	7	25.0	15	53.6	4	14.3	0	-	10	35.7	14	50.0	4	14.3
4. Evaluation of the degree to which the project was meeting identified needs	1	3.6	5	17.9	20	71.4	2	7.1	1	3.6	6	21.4	18	64.3	3	10.7
5. Evaluation of the degree to which the project was contributing to the educational process	0	-	8	28.6	18	64.3	2	7.1	0	-	10	35.7	16	57.1	2	7.1
Totals	4	2.9	34	24.3	88	62.9	14	10.0	2	1.4	43	30.7	80	57.1	15	10.7

APPENDIX R

SUMMARY OF QUESTIONNAIRE RESPONSES ON THE QUALITY
AND EFFECTIVENESS OF TECHNICAL ASSISTANCE
BY GRANTS ADMINISTRATION, PART IV-C

Technical Assistance By Grants Administration, IV-C
N=32

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Formulating Proposals:																
a. Solicitation and encouragement of proposals	3	9.4	9	28.1	20	62.5	0	-	2	6.3	12	37.5	18	56.3	0	-
b. Provisions for information on the purpose of Title IV-C	0	-	9	28.1	23	71.9	0	-	1	3.1	12	37.5	19	59.4	0	-
c. Assistance in proposal preparation and submission	4	12.5	8	25	20	62.5	0	-	4	12.5	8	25	20	62.5	0	-
2. Operating Programs:																
a. Response to requests for technical assistance	2	6.3	11	34.4	19	59.4	0	-	2	6.3	12	37.5	18	56.3	0	-
b. Provisions for technical assistance when evaluations, monitoring or reports indicated a need	2	6.3	11	34.4	19	59.4	0	-	2	6.3	11	34.4	19	59.4	0	-
c. Provisions for training in management techniques	3	9.4	18	56.3	10	31.3	1	3.1	3	9.4	20	62.5	7	21.9	2	6.3
d. Provisions for standardized reporting of program operation	2	6.3	14	43.8	15	46.9	1	3.1	2	6.3	15	46.9	14	43.8	1	3.1

Technical Assistance By Grants Administration, IV-C (continued)
N=32

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
e. Presentation of workshops on:																
(1) Data Collection	3	9.4	14	43.8	13	40.6	2	6.3	2	6.3	16	50.0	13	40.6	1	3.1
(2) Instrument Development	3	9.4	11	34.4	16	50.0	2	6.3	2	6.3	13	40.6	15	46.9	2	6.3
(3) Financial Record Keeping	4	12.5	15	46.9	12	37.5	1	3.1	4	12.5	15	46.9	12	37.5	1	3.1
(4) Reporting Requirements	2	6.3	14	43.8	15	46.9	1	3.1	1	3.1	14	43.8	16	50	1	3.1
f. Provisions for evaluation of programs by:																
(1) State Advisory Council	0	-	10	31.3	22	68.8	0	-	0	-	11	34.4	21	65.6	0	-
(2) Division of Quality Assurance (Title IV-C Evaluation Unit)	0	-	6	18.8	25	78.1	1	3.1	1	3.1	8	25	22	68.8	1	3.1
Totals	28	6.7	150	36.1	229	55.0	9	2.2	26	6.3	167	40.1	214	51.4	9	2.2

APPENDIX S

SUMMARY OF QUESTONNAIRE RESPONSES ON
THE QUALITY AND EFFECTIVENESS OR PROJECT
APPLICATION REVIEW, PART IV-C

Project Application Review, IV-C
N=32

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Distribution of announcement of new proposal applications	3	9.4	9	28.1	20	62.5	0	-	3	9.4	14	43.8	15	46.9	0	-
2. Distribution of criteria (such as documentation of needs assessment, measurable objectives, provision for participation of private school children) circulated with new project application forms	2	6.3	5	15.6	24	75.0	1	3.1	2	6.3	7	21.9	19	59.4	4	12.5
3. Distribution of calendar of activities for submission of proposals	0	-	8	25.0	24	75.0	0	-	0	-	8	25.0	24	75.0	0	-
4. Readers' review of applications	4	12.5	8	25.0	17	53.1	3	9.4	3	9.4	9	28.1	17	53.1	3	9.4
5. Grants Administration staff review of applications	3	9.4	6	18.8	21	65.6	2	6.3	2	6.3	8	25.0	20	62.5	2	6.3
6. Advisory Council review of applications	3	9.4	5	15.6	23	71.9	1	3.1	3	9.4	4	12.5	24	75.0	1	3.1
7. Notification to applicants	0	-	11	34.4	21	65.6	0	-	0	-	11	34.4	21	65.6	0	-
Totals	15	6.7	52	23.2	150	67.0	7	3.1	13	5.8	61	27.2	140	62.5	10	4.5

APPENDIX T

SUMMARY OF QUESTIONNAIRE RESPONSES ON THE QUALITY AND EFFECTIVENESS OF DISSEMINATION BY GRANTS ADMINISTRATION, PART IV-C

Dissemination By Grants Administration, IV-C
N=32

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Distribution of flyers announcing proposal season	1	3.1	12	37.5	19	59.4	0	-	0	-	18	56.3	14	43.8	0	-
2. Publicity through the DCPS Office of Communications and Public Relations	8	25.0	17	53.1	5	15.6	2	6.3	8	25.0	17	53.1	5	15.6	2	6.3
3. Arrangement for educational leaders in the DCPS to visit successful projects	9	28.1	12	37.5	9	28.1	2	6.3	9	28.1	10	31.3	11	34.4	2	6.3
Totals	18	18.8	41	42.7	33	34.4	4	4.2	17	17.7	45	46.9	30	31.3	4	4.2

APPENDIX U

SUMMARY OF QUESTIONNAIRE RESPONSES
ON THE QUALITY AND EFFECTIVENESS
OF MONITORING, PART IV-C

Monitoring, IV-C
N=32

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Compliance with federal regulations and the ESEA Title IV guidelines:																
a. Monitoring by Advisory Council	0	-	8	25.0	23	71.9	1	3.1	0	-	8	25.0	23	71.9	1	3.1
b. Monitoring by Grants Administration	2	6.3	11	34.4	19	59.4	0	-	2	6.3	10	31.3	19	59.4	1	3.1
2. Use of efficient fiscal and program management procedures:																
a. Monitoring by Advisory Council	0	-	11	34.4	26	62.5	1	3.1	0	-	11	34.4	20	62.5	1	3.1
b. Monitoring by Grants Administration	2	6.3	12	37.5	18	56.3	0	-	2	6.3	12	37.5	18	56.3	0	-
3. Implementation of program objectives and activities:																
a. Monitoring by Advisory Council	1	3.1	8	25.0	22	68.8	1	3.1	1	3.1	9	28.1	21	65.6	1	3.1
b. Monitoring by Grants Administration	2	6.3	14	43.8	16	50.0	0	-	2	6.3	13	40.6	16	50.0	1	3.1

Monitoring, IV-C (continued)
N=32

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. Compilation of data to verify results:																
a. Monitoring by Advisory Council	1	3.1	11	34.4	18	56.3	2	6.3	0	-	11	34.4	18	56.3	3	9.4
b. Monitoring by Grants Administration	4	12.5	10	31.3	17	53.1	1	3.1	3	9.4	11	34.4	17	53.1	1	3.1
5. Reports of monitoring findings and recommendations within 60 days of a visit:																
a. Monitoring by Advisory Council	0	-	7	21.9	24	75.0	1	3.1	0	-	8	25.0	23	71.9	1	3.1
b. Monitoring by Grants Administration	5	15.6	12	37.5	14	43.8	1	3.1	5	15.6	12	37.5	14	43.8	1	3.1
6. Procedures for disagreement with findings (written reply by project within 60 days; written response by SEA within 60 days)	1	3.1	12	37.5	13	40.6	6	18.8	1	3.1	12	37.5	12	37.5	7	21.9
Totals	18	5.1	116	33.0	204	58.0	14	4.0	16	4.5	117	33.2	201	57.1	18	5.1

APPENDIX V

SUMMARY OF QUESTIONNAIRE RESPONSES ON THE QUALITY AND EFFECTIVENESS OF EVALUATION, PART IV-C

Evaluation, IV-C
N=32

CATEGORY	QUALITY								EFFECTIVENESS							
	Fair		Good		Excellent		No Response		Not Effective		Effective		Very Effective		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Mid-year evaluations																
a. By Advisory Council	1	3.1	7	21.9	23	71.9	1	3.1	1	3.1	7	21.9	23	71.9	2	6.3
b. By Title IV-C Evaluation Unit	0	-	5	15.6	26	81.3	1	31.	1	3.1	5	15.6	26	81.3	1	3.1
2. Final evaluations																
a. By Advisory Council	0	-	8	25.0	23	71.9	1	3.1	0	-	8	25.0	23	71.9	1	3.1
b. By Title IV-C Evaluation Unit	0	-	4	12.5	26	81.3	2	6.3	0	-	4	12.5	26	81.3	2	6.3
Totals	1	0.8	24	18.8	98	76.6	5	3.9	0	-	24	18.8	98	76.6	6	4.7